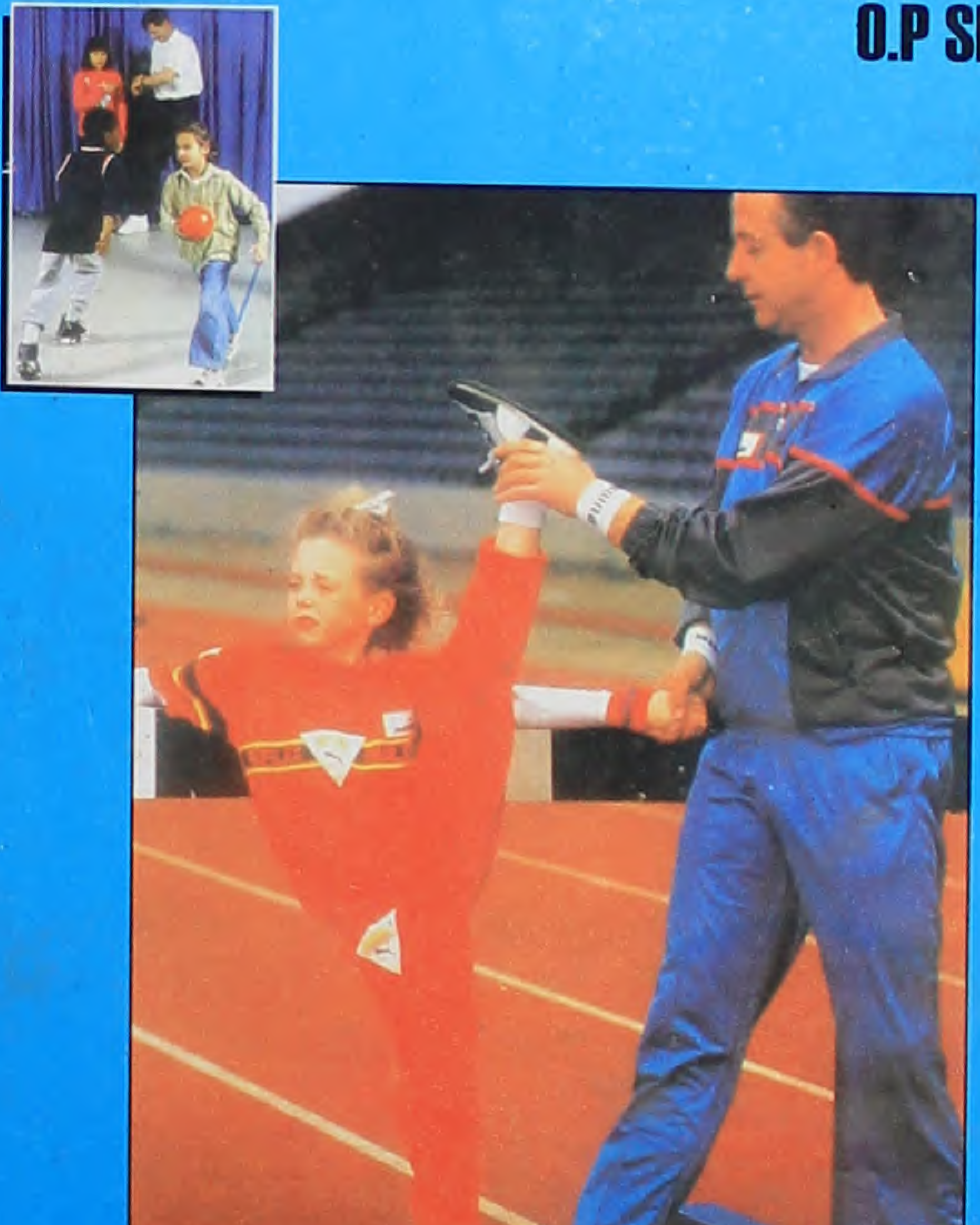
COACHING PHYSICAL EDUCATION

A Handbook for Teachers

O.P SHARMA



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COACHING
PHYSICAL EDUCATION

(A HANDBOOK FOR TEACHERS)

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CHAPTER — 1

DIRECTED PLAY

Directed play is a phase of the programme used in the primary grades to serve the peculiar needs of children at this level. Since the maturity level of children in these grades is generally low and varies from child to child, they need an opportunity to participate in activities that have few or no rules (other than those devised to meet situations as they arise), as well as the opportunity to participate in activities that have definite regulations. They need to participate in groups of various sizes but should have opportunities to play alone. They need to have a chance to participate in activities with which they are familiar. They need a type of play which will permit a wide range of activities with opportunity for frequent change from one activity to another. Directed play attempts to meet these needs.

ACTIVITIES

The activities of the directed play phase of the programme are practically unlimited. The programme is designed to give the children an opportunity to participate in whatever activity they wish so long as it is not dangerous to them.

The children may participate in a variety of unorganised activities. They may use balls of various sizes for bouncing by them selves or for bouncing, rolling, kicking or throwing with others. Unorganised play may also be engaged in with playthings children bring from home. Dolls, balls, scooters, tops, marbles, and table games are frequently brought to school. If these are used in the directed play period the children should be permitted to use them in any way they wish so long as the activity is not dangerous to the children 1and is not destructive to the equipment.

Unorganised activities which require no playing or for which equipment can be improvised may also be engaged in during directed play. Children often enjoy doing cartwheels and somersaults or participating in couple stunts such as Chinese Get-Up.

Directed play also provides opportunities for participating in organised activities. The children may play any suitable small or large group games they have learned outside of school. As individuals in the group display readiness for organised games, they may be taught small or large group games. Children may also be permitted to try to play team games when they indicate a desire to do so. Some of the more highly skilled may have success with modifications of team games. The children should also be permitted to try to play team games. The children should also be permitted to engage in organised activities that are normally accompanied by music or rhythm if they so desire. Another type of activity which may be participated in during directed play is that which involves the use of playground equipment. Where playground equipment is available the directed play phase of the programme provides an opportunity for children to receive help from the teacher in learning to use this equipment properly.

There are some limitations, of course, to the kinds of activities that are suitable for use in the directed play programme. Occasionally, in participating in unorganised activities some children will establish rules for play that create a hasard for the players, children in nearby games, or the clothes of the participants.

PROCEDURES

In contrast to most other phases of the physical education programme, the directed play period is planned at the play site.

At the beginning of the play period a box of equipment is placed at a point near one side of the play area. The children sit in an informal group near the box and, facing the teacher, begin the planning procedure.

While it might seem that the only procedure necessary to get the children into play would be to tell them to get equipment and start playing, such a situation would lead to confusion. The child of the early primary level is too immature to know how to proceed. He is not yet enough of a "social being" to be willing to submerge his own desire to play with a particular piece of equipment so others may also have an opportunity to enjoy it. He needs some regulations to help him get organised for play. A series of progressive steps leading toward the point where he can and will exercise sufficient self-control have been devised for this purpose.

Step One

First grade children (and perhaps second graders) need to begin with a very simple organisational plan that permits sufficient teacher supervision to assure that the grouping provides a reasonable chance of successful play and that the practices followed are in keeping with good principles of group relationships. One way of accomplishing this is for the children to raise their hands if they have an activity they would like to play. Then, when one child is called on, he is given permission to get his equipment (if the activity requires equipment) and find a good place to play. After this has been accomplished,those who wish to play with the child indicate their desire to do so by raising their hands. Unless there are too many, all who wish to are given permission to play with him. If there are too many for successful participation in the activity, additional group of this activity are organised.

After the first group has started playing, another child is selected to tell what he wants to play and the same method of getting the play started is again used. In this way, additional groups or children receive permission to begin play until all who know what they want to play have started. If there are others who do not know what they want to play, they may be encouraged to join a group already playing or invited to participate in some activity 1suggested by the teacher. During the first few days children who "do not want to play" may be permitted to watch.

At the end of the playing time the children who took equipment from the box are responsible for putting it back. When this has been done,the class returns to the classroom.

Step Two

The second step is designed to speed up the process of getting the children into play and to present them with a more difficult social situation. This may be accomplished with the same procedure as the first step except that when a child tells what he wants to play, he and those who want to play with him are sent as a group to get equipment. The child who suggested the activity is still responsible for the equipment but the members of his group may help in the procurement of the equipment and the selection of the play site.

When the children demonstrate that they have developed sufficient self-control to organise for play in this way, the process of getting everyone into play can be further accelerated by permitting several children, together with their groups, to begin play at the same time.

The remainder of the procedure is the same as that for the first step. Those responsible for the equipment replace it in the box before the group begins the return trip to the classroom.

Step Three

Step three presents a still more difficult social situation. In this step,the children (1) decide what they want to play, (2) find someone with whom to play (if they desire to play with others), and (3) from a groups are formed each selects a leader who raises his hand to indicate the groups is ready to begin play. He is then called on to tell what his group is going to play, and, if the activity is suitable, the group is permitted to get equipment and begin playing. This procedure is followed until all children are playing.

At the end of the play period leaders replace equipment in the box. This may be done while other children are getting into formation for the return to the classroom.

Step Four

When children reach the point where they can,without difficulty,get their play started with the procedure described above,they no longer need regulatory controls. Step four permits them to organise with a minimum of assistance from the teacher.

In this step the children are told to decide what they want to play, find others with whom to play (if they wish to play with others), get their equipment (if any is needed), and start playing. They do not have to report to the teacher.

At the end of the period,the children who got equipment from the box are expected to replace it. This is done at the time other children are forming for the return to the classroom.

CONDUCTING THE PROGRAM

It should be recognised that while there are learning opportunities inherent in the procedures used, the purpose of the procedures is to set the stage for teaching. The quality of the learning that takes place, rather than being an outgrowth of the procedures employed, is largely dependent upon the guidance provided by the teacher. How the programme is conducted is the major factor affecting the changes which take place in the children as a result of participating in the directed play programme.

Using the procedures

It is important that first and second grade children be given some preparation on the first day before beginning play. They need to know, for example,what equipment is in the box and how it might be used to aid them in deciding what they are going to play. This can be accomplished by selecting one child to take the things out of the box, one piece at a time,and tell what it is. A brief discussion is then held as to how each piece might be used for play.

Children need to have some standards of behaviour for play situations. At the beginning of the year the level of standards the children are ready to accept may be considerably below those the teacher would like to have the group attain. But, whatever the level, some modes of behaviour must be established on the first day if chaos is to be avoided. Standards of behaviour regarding (1) joining or leaving a group, (2) respecting the rights of others, and (3) giving attention to instructions need to be established before play begins.

If the children are ready to accept the adult standards of asking permission to join a group, granting permission to anyone who seeks entrance to a group, and excusing oneself before leaving a group, these should be adopted as the accepted pattern. If, on the other hand, the children think the person in charge of the group should have the privilege of denying anyone the right to play with "his" equipment, this may be the standard that should be adopted for the present. In any event, the children need to have an understanding at all times of what is expected of them in the way of behaviour.

Standards need to be determined on the first day also for behaviour toward children participating in other activities. Since there are likely to be a number of groups playing in a relatively small area,there is considerable opportunity for playing through other games, going into or through games to retrieve balls, and interfering with another's efforts to retrieve a ball. Establishing boundaries and confining play to the area, going around games to retrieve balls, asking permission of the leader to retrieve a ball that has stopped in another game, and not bothering equipment from other games are desirable standards.

The same level of behaviour regarding attention to instruction that has been established in the classroom should be expected during play. On the playground, however, there is a problem of the teacher being heard by the chilldren. Distances as well as the noise and excitement of play make it necessary for some kind of signal to be used attention. Hand signals or whistlles are frequently used means. Whichever is used the children should understand what the signals mean and what is expected of them when a signal is given before they begin their first day's play.

The problem of when to progress from one step to another is one that can be solved only by the teacher who understands the children in the group. In general, every groups should begin the year with Step One and progress at its own rate. Not every group will attain the fourth step. In fact, most groups will not reach Step Four until the latter part of their second year. There are guides teachers may use in determining when to progress from one step to another.

Obviously, Step One is a very slow procedure. At best it takes some time for all children to get started playing and, if many choose to play by themselves, more than half of the period may be consumed before the last child starts playing. Consequently, the move to the second step should be made as soon as possible. Some indications that children are ready for Step Two are; (1) the practice of asking permission of the child in charge before joining a group is adhered to by the majority; (2) those who took equipment from the box are permitted to return it without others attempting to do so; (3) those who get equipment from the box select play areas that accommodate the activity chosen and one that is not in the path of other children on their way to or from the box of equipment; and (4) the children are stopping play on signal and listening to instructions.

Step Two gets the children into play rapidly enough that there is no reason for haste in moving to the third step. Since Step Three presents a considerably more difficult social situation, progression to this step may be delayed for some time. In fact, some first grade groups may never reach the point where they are ready for it. Progression to the third step should not take place until practically all of the children are playing in groups on at least some days. If a sizable number still want to play by themselves or with a close friend only, they are not ready to progress. If they are playing in groups, having little difficulty deciding on a place to play, not arguing about who will get the equipment and are not changing games too frequently during the period,they may be ready to move to Step Three.

The transition from Step Three to Step Four is not as much of a change as that from the second to the third steps. Once the children have mastered the problems of forming their groups before getting equipment and of selecting leaders for their groups, the move to the fourth step should be an easy one. Whether or not they are ready can easily be checked when the new procedure is tried. If they are not ready, they will rush to the box to get equipment before deciding what they are going to do with it. If they are ready, they will follow the same procedure they did in Step Three except that some groups will not select a leader and none will wait for permission to begin play.

Helping Children in Problem Situations

In conducting the directed play programme one of the constant functions of the teacher is to guide the growth and development of the children. He must be ever alert for teaching opportunities as the children play. These teaching opportunities frequently appear in the from of problems and range from very minor to very major,from social to physical, and from individual to total-group. Some of the more common ones are; (1) the child who "does not want to play"; (2) the frequent requests to change activities; (3) the infraction of regulations; and (4) the imbalance of physical activity among the members of the group.

Frequently, in the early part of the school year there will be children who do not know what they want to play. Most of these can be helped by the teacher suggesting that they join specific activities already in progress. Some need to have specific suggestions for the use of some piece of equipment that is not in use. But sometimes there are children who insist they do not want to play anything.

When a child does not want to play he obviously needs help. When the underlying cause of his not wanting to play may be as simple as fear or awe of the new situation of being in school,it may be a very deep-seated and complex problem. Such things as previous unhappy experiences in play, debilitating diseases (viz., hookworm), nutritional deficiencies, or lack of opportunity to participate in physical play with other children before coming to school may cause children to refuse to participate. The solution of the underlying problem may take considerable time. But the immediate problem of getting him into play needs to be solved quickly.

Failure to get the child into play may compound the problem,because the child who doesn't play is considered "strange" by other children and, hence, he may not be accepted as a member of the group. So getting him to play is important for his future progress. There are procedures cause may take longer. For the first day or two the child may be permitted to sit on the side of the play area to watch the play. If an occasional word of encouragement from the teacher is given, this may be all that is needed to get him started.

If, after the first two or three days, a child still resists efforts to have him take part in some activity, the teacher might invite the child to play with him. Few children will refuse an opportunity to play with the teacher. If the invitation is to play "catch" with a ball, the natural attraction of balls would be an added inducement. Once the child is playing with the teacher, the "battle is won," because sooner or later another child, who has grown tired of an activity and has come to the teacher for permission to change, can be asked to join the game. Later, still another child can be invited to participate. Eventually, the teacher can leave.

If a child refuses to play even with the teacher, the invitation of another child may sometimes be the means of inducing him to play. Some other child in the group usually displays at least a sympathy for the one who does not join in the play. If the teacher manipulates the planning so the child who is sympathetic toward the problem will have a ball to himself,and then suggests to him that he ask the other child to play with him,the problem may be solved.

In some cases where all other methods have failed,force may be used. Getting the child to play because of his fear of punishment may be preferable to having him rejected by the group because he does not play.

A second area in which children need guidance is in the matter of changing activities during the play period. It has been pointed out earlier that the interest span of primary children is relatively short. But this varies with individuals and with the type of activity in which they are engaged. To meet the needs of all, the procedure should permit considerable freedom in changing.

A procedure that required changes at regular intervals such as that of small group play-certainly would not meet the needs of most first grade children. It probably would not meet the needs of all second grade children if used as a daily practice.

On the other hand, a procedure which permitted children to change whenever they wished without consulting the teacher would eliminate a number of good teaching opportunities. The teacher needs to know what is taking place in each group. Yet, he cannot be with all groups at the same time. By having children get his permission to change to another activity, he can learn much of what is taking place in the various activities. For example, if Ram leaves Mohan game the teacher needs to know why. It may be that Ram just tired of the game or saw another activity that seemed to offer more opportunity for fun. It might just as well be that Ram was not following the rules of the game, and Mohan, or the members of the group, let him know that he was not wanted. On the other hand, Ram may have left because he did not feel that he was being treated fairly. Mohan might have deliberately arranged the playing regulations so Ram would not have an equal chance with others in order to "get even" with Ram for an incident that occurred the day before. In this case, Mohan needs help and the teacher needs to know about it.

Perhaps the best solution to this problem of changing games is a flexible plan that can be adjusted to meet changing needs. As the teacher recognises progress in the needs of the group,he can change the regulations.

At the beginning of the year,the children may be so excited by the new experiences they are having that very few think of changing. During this period perhaps no regulation is needed. The teacher can talk with the few who change as they move from one group to another. Later, when changing is occurring so rapidly the teacher cannot keep up with the changes, he may establish the regulation that children must get his permission to change. Still later, children might be permitted to change without permission. The necessity for children getting permission would disappear when the number of changes had been reduced to the point where the teacher could check on reasons without having the children come to him. This should occur as the interest span increases and as children learn to solve many of their problems in some way other than by walking away from them.

Sometimes a change involves an entire group. Either all of the others are so annoyed by the manner in which the one who is responsible for the equipment is conducting the activity that they want to leave or all members of a group have become tired of the activity they have been playing.

This opportunity could be used to teach a new activity. One of the purposes of the directed play programme is to broaden the range of the children's experiences, and the teacher should be constantly seeking opportunities to lead the children into participation in activities that have definite rules and regulations. This is done, in part, by encouraging them to establish temporary regulations for each activity in which they engage. But they need to learn games that have rules already established. One opportunity for teaching these games is presented when a group breaks up.

The group could, of course, remain as a group and merely change activities. If this involves a change in equipment, the child who took the equipment from the box is expected to return it and either he or another child may be designated to get the new equipment.

A third problem the children need the guidance of the teacher in helping them solve is the matter of conforming to regulations. Since this is a problem in every area of the school programme, no attempt will be made to examine the entire problem. Rather,the discussion will be confined to (1) some of the unique evidences of the problem that may occur in the directed play programme and (2) some suggestions for dealing with the immediate problem.

Some classroom teachers feel insecure in the physical education programme because of the differences in the pace of activity and the difference in physical confinement between the classroom and the play area. Actually, the same underlying causes of behaviour that motivate the child's actions in the classroom are present on the playground. The difference lies in the fact that the environment of the playground produces manifestations of established behaviour patterns that are different from the evidences that are displayed of these same basic patterns in the classroom.

In the classroom,the children are usually seated; on the playground,they seldom are. In the classroom children usually move at a walk; on the playground, they most often move at a run. In the classroom, walls and furniture limit their range of movement; on the playground, children's range of movement is frequently limited only by partial barriers (trees and buildings) and often only by imaginary boundaries.

In the more exciting situation of the playground with more freedom for movement, children naturally react differently than they do in the classroom. Inattention to instructions may take the from of wandering away from the play area instead of "day-dreaming." Unconcern for the rights of others may take the form of running through other games instead of talking while others are talking. Since such behaviour can be dangerous on the playground, regulations may be necessary to focus attention on the importance of making changes in behaviour that, in the classroom, might be brought about in a more gradual way with less drastic measures.

The principle that when regulations are made they must be enforced is a well-established one in educational circles. The problem the teacher faces is to discover effective ways of doing so in the play situation. Some of the methods used in the classroom are not effective on the playground. However, there are some techniquess that are helpful in getting children to adhere to regulations in the play situation.

Though some help can be given while play is in progress, it is necessary in most cases for play to be stopped before guidance is attempted. Where the problem occurs in only one group, other group can continue play wile the teacher is helping the group having difficulty. When the problem seems to be of a general nature, all play needs to cease so the help can be given to the entire group at one time.

Just as in the classroom, children give better attention to instructions when seated than when they are required to stand. Guidance in establishing a regulation that is likely to take any appreciable amount of time is best given when the children are seated. Some consideration needs to be given to the comfort of the children, however. Children who are seated in an ant bed, on sandspurs, or facing a bright sun are not likely to give very close attention to instructions.

Occasionally, punishment is necessary to enforce regulations. Temporary denial of the right to play is one effective type of punishment. It is usually sufficient punishment for a child (or group) if he is required to sit and watch until he feels that he can rejoin the group and play according to regulations. Only in severe cases of infraction can banishment from the group be justified. There seems to be little, if any, justification for the too-frequently practiced method of denying children the right to play because of infraction of rules in other areas of the programme.

Still another problem which arises in directed play that demands the attention of the teacher is the matter of maintaining a proper balance in the amount of physical activity each child gets during the period. In the excitement of play children will sometimes play harder than they should. At other times children will select an activity which requires little physical activity and become so engrossed in it that the period is over before they have an opportunity to get any vigorous activity. It often happens that, with so many different groups playing, these two situations arise on the same day.

This problem of an imbalance of activity among various groups can be somewhat alleviated by the use of a large group game at the end of the period. The teacher can, by a careful selection of the game, give those who have been playing vigorously an opportunity to be inactive (until sufficiently rested) while those who have had little actively, are taking the actve parts.

When the weather is hot and the majority of the children have been playing activelly, a less active game can be used at the end of the period to give the children an opportunity to "cooll off" before returning to the classroom.

The Use of Equipment

The effective use of equipment is important to the success of the directed play programme. In conducting the programme, consideration needs to be given to; (1) the equipment needed, (2) effective methods of handling equipment, and (3) the problems connected with children's personally owned equipment.

At the beginning of the year, most children will want to participate in activities that involve the use of equipment. This is understandable because the prospects of having all the play things he could possible need is an attractive one to the primary age child. Conceivably, each child in a first grade group might want to play with a piece of equipment by himself. But it is improbable that such a situation will actually occur. At least some of the children will want to play in groups. Consequently, enough equipment for everyone to have a piece to himself is unnecessary. Probably individual pieces equal to from two-thirds to three-fourths the number of pupils in the class is sufficient.

Reducing the amount of equipment is one method of encouraging children to play together. This should be done gradually during the year until the number of pieces is equal to about one third the number of children.

The ratios among types of equipment will probably be determined by financial considerations. Balls are perhaps the most attractive kind of equipment to children, but they are also the most expensive kind. So, of necessity, fewer balls may be provided than is desirable.

Proper handling of equipment is also important to the success of the directed play programme. How to keep the equipment to gether, how to get it to and from the play area, and ways of developing good practices on the part of the children in handling equipment are points that merit consideration.

Frequent reference has been made throughout the chapter to a box for equipment. The use of a box is advocated because it makes the equipment easily available to the children. The box should be of such a size that it will hold the necessary amount of equipment but not so large that children cannot easily reach the equipment in it. A good box approximately 24" by 24" and 24" high-a cube-makes a good container for equipment.

The material the box is constructed of is also important. Wood is more durable than cardboard but the latter is lighter. And weight is a concern since the equipment has to be transported to and from the play area each time the directed play phase of the programme is used.

How to get the equipment transported is also a problem. In some cases janitors may be assigned to do this. Most often each group has to solve its own problems. One good plan is to have the box carried to and from the play area by two children chosen by the teacher. If the box is not too large and is constructed of cardboard, it should not be too heavy for even first grade children. Rope handles can easily be attached on two opposite sides of the box to facilitate the transportation. In this way the equipment can be carried along with the class.

The directed play procedure requires the child who gets equipment out of the box to return it when he has finished using it. This aspect of the procedure is designed to help the child establish the practice of putting his playthings away when he has finished playing with them. The child needs to be made conscious of his responsibility for equipment. Regulations that are helpful in establishing this consciousness are (1) all children (with the exception of the ones who checked equipment out) who have equipment in their possession when the signal to stop play is given must place it on the ground and (2) in returning equipment to the box children may not play with it enroute.

The teacher needs to give consideration to the use of equipment that belongs to the children. Such practice can provide educational opportunities while at the same time presenting some problems.

Children like to bring their own playthings to school and this is one way of increasing the amount and variety of equipment available. It also presents an opportunity for children to learn to share playthings with others. Full use of this opportunity can be made only if the equipment is placed in the box and the same regulations are applied in its use as are required for use of that provided by the school.

When personal equipment is used in this way there is always the danger of its being broken by some child other than the owner. The owner and his parents frequently feel that the school is responsible if this occurs. Consequently, if personally owned equipment is used in the directed play programme, parents should be informed of the regulations that govern its use.

CHAPTER — 2

SMALL GROUP PLAY

Small group play is the phase of the programme that utilizes active low organisation games, not related to specific team games, which are best played in groups of not more than eight players. In the average class, usually four games will be in progress at the same time with a leader in charge of each.

The use of the backyard-playtime-size group does not, in itself, assure that desirable social development will take place in small group play. Careful selection of activities, use of good procedures in operating the programme, and skilled teacher guidance are also necessary for this phase of the programme to be an effective means of helping children with their social development.

SELECTION AND GRADE PLACEMENT OF ACTIVITIES

Not all games of the type used in small group play are suitable for use in the programme. The inclusion of games that are too rough for playing in school clothes, that may take more than five minutes for satisfying play (for example, a hiding game in which the hiding place of some participants may not be discovered within the time allotted for the game), or that require elaborate designs which consume too much time in preparation for play (viz., hopscotch) could cause children to become dissatisfied with this type of play. The fact that such games do not fit the small group play phase of the programme, however, does not mean that these are undesirable activities for use by elementary age children.

Proper grade placement of games is also important to the success of the small group play programme. Games which involve imaginary characters (such as Old Mother Witch) are likely to be rejected by fifth and sixth grade children because they are "childish." Games that require a high level of skill or complex concepts do not hold the interest of primary children.

PROCEDURES FOR SMALL GROUP PLAY

The planning for this phase of the programme should, whenever possible, be done in the classroom. It may, however, be conducted at the play site.

Two forms of procedure are used for small group play. The first form is a somewhat artificial device which creates desirable social learning situations. Once it has been mastered, more natural procedures which provide social situations similar to those encountered outside of school can be used from time to time to increase the variety of learning opportunities. While the second form is a step toward a more natural method of organising for small group games, it should not be considered a progression from the first form to the extent that once it is reached the first form is no longer used. The two forms can be used interchangeably once a group has learned both.

First Form

The classroom procedure consists of determining how many are going to play, the number of games to be used, the maximum number who may play in a group, which games will be played and who the leaders will be. These preliminaries are best accomplished in the classroom where the children can be comfortably seated.

By count or by some check-off system, the children indicated prior to the physical education period whether or not they are going to play. The number should include all who are going to play any of the small group games (even those who because of physical limitations will be restricted to one or two of the games). It should not include those who have been assigned to (1) a quiet game,

(2) rest, or (3) scorekeeping.

The number of small group games needed is determined on the basis of the number playing. Small group games are best played with not less than five and may not contain more than eight players. In the average class with 28 to 32 children, there will usually be four games. of course, if there are more than 32 players, more than four games will be needed; less than 20 players will require three games or less.

The maximum number who may play in a group, the "group limit", is determined by dividing the number of games into the number playing. If the result is not an even number, it is raised to the next whole number. In this way a group limit is set which can apply equally for all groups. For example, if there are twenty seven children playing, the group limit would be announced by the teacher as "not more than seven" rather than "seven in three groups and six in one." The use of a "group limit" rather than a specific number for each group thus provides an opportunity for the children to learn to play the games with varying numbers in the group.

The games may be selected by the teacher or by the children. Ordinarily, the children select some or all of the games. The teacher might from time to time select one or more games. But unless he wishes to teach a new game or review an old one for some reason, the children should be permitted to choose the games. This can be done in one of several ways.

Near the beginning of the year a simple method which takes little time is needed. One in which the children are asked to raise their hands if they have a game they wish to play and, when a game is named, using that a one of the games will suffice.

A second method may be used later in which the children "vote" by show of hands on games named. In this method the children again indicate by show of hands when they have a game they want to play. When a child, who is called on, names his game, all who wish to have that game as one of those to be played "vote" for it by raising one hand. if as many as one-third want to play it, the game is selected and a leader is appointed for it from those who "voted" for it. This procedure is continued until the games to be played are chosen. A child may "vote" for any number of games. Raising his hand merely indicates that he would like to have that game as one of the games that day.

A third method of choosing games is by written ballot. A ballot box may be used in which the children deposit a ballot with the names of the four games they wish to play prior to the play period. Tellers can be assigned to tally the votes and announce the games with the most votes at the time of the planning.

A fourth method may be use in which the names of small group games are put on the board (with new ones added as they are taught) and the children given an opportunity to check the games they wish to play prior to the play period. Tellers may also be needed to tally these votes.

The selection of leaders should be made by the teacher. In this way, those who need the leadership opportunities can be chosen. Only a child who has indicated a desire to play a game should be chosen as a leader for the game. Where a "show-of-hands" method is used, too frequent appointment of those who suggested the games as leaders may cause others to refuse to "vote" for a game in the hope that they will be called on to name a game and thus become a leader for it.

After the games are chosen, the leaders go get the equipment and prepare for the arrival of the group. Leaders may be sent as they are chosen or they may be sent as a group after all have been selected.

When the class gets to the play area, the children are permitted to go to the game of their choice. This is done by having them run to the leader (who is standing with hand raised at the sit of his game) and line up single file, facing him. The leader then counts the players, beginning with himself and touching each on the shoulder as he counts. When he reaches the group limit, he asks those left to go to another game.

As soon as he has counted the group, the leader begins organising his game. He does not need to wait if there are less than the maximum allowed by the group limit. In organising, he ascertains that all players know the game, indicates the boundaries, and performs other necessary functions of getting the game started, such as appointing an *It* (if needed for the game), dividing the players into "sides," or arranging players in whatever formation the game requires.

The leader is responsible for the success of his game. He may play in the game or serve as a nonplaying leader. if the game requires an even number of players and there are an odd number present, he is expected to organise the game so all will have a place in the game, though one player may serve only as a "caller," "scorer," or "judge." The leader is also expected to see to it that the game is played according to the rules.

After the children have played for four or five minutes they change to another game. At first, this may be accomplished by each group, with the exception of the leader, rotating to the next game. Later, the children may change to any other game. They do this by running to the new game and lining up in front of the leader just as they did at the beginning of the period. Two or three changes may be made during the period but it is not necessary for each child to play all of the games. In order to assure the children equal opportunities, no child may return to a game he has previously played.

At the end of the playing time, the leaders collect their equipment. if the group is returning to the room they (the leaders) take the equipment back to its storage place. If large group games are to be played at the end of the period, the small group leaders place their equipment to one side of the play area during the large group play and return it to the storage place at the end of the period.

Second Form

In the second form of small group play, the procedure in the classroom is the same as that for the first form, except that no leaders are selected. As a game is chosen, a child is selected to get the equipment and take it to the place where the game is to be played.

When the children arrive at the playground or gymnasium, they go to the game of their choice as in the first form. there are no leaders, however, and no one may send anyone else away from the group. In order that too many will not play in a group, no child may pick up any equipment or start playing until the number in the group is down too or below the limits set for the group. In other words, if there are too mány in the group, some must decide themselves to leave before the game is started.

After a group is down to the limits set for it, the children in the group may decide to select a leader to conduct the activity, or they may ply without a leader.

Changes are made at intervals of from four to five minutes just as in the first form. Leaders, if any have been selected, must also change games, and the new groups are formed just a they were at the beginning of the period.

At the end of the period those children who brought equipment out are asked to return it and the group returns to the classroom.

SUGGESTIONS FOR CONDUCTING SMALL GROUP PLAY

As has been pointed out earlier, the use of small group games does not in itself assure desirable educational outcomes. Adequate guidance on the part of the teacher is necessary for the most effective learning. the procedure outlined in the beginning of the chapter is merely one that has proved successful. Other procedures could be used. but, whatever procedure is used, selection of suitable methods of conducting the programme and careful use of good teaching techniques are necessary.

Methods of Conducting Small Group Play — In conducting small group play, a number of problems in methodology present themselves in both the classroom and the playground phases of the programme: how to begin play, how to teach new games, when children should choose games, how leaders should be used and when new games should be taught. Every classroom teacher should recognise these problems and their importance in conducting the programme.

How to Begin Small Group Play — In the first and second grades small group play grows naturally out of directed play. During the first few weeks, when directed play is used almost exclusively, the children should acquire some conception of pupil direction of a game and should develop some idea of the responsibilities of leadership. When the children have this conception and when they evidence a desire to play together in groups, small group play should be started. The children will probably have learned some organised games in directed play. One of these may be selected to be reviewed or a new game may be taught them as a beginning to small group play. Whether an old game is reviewed or a new one taught, it should be done with the entire class playing in the same game. After the children have a good conception of the rules and object, the instructor through group discussion should help the children discover that the game would be more fun if played by a smaller group. He should then point out that if the game is to be played by a small group it will mean dividing the class into several groups and that, since he cannot lead all of these groups at once, leaders must be selected to take his place. The class is then divided into four groups and a leader appointed for each. At this stage all four groups play the same game,and frequent discussions should be held during the class period to point out the characteristics of good and bad leadership. When the group is ready a new game may be introduced or a game that the chilldren allready know may be added. The class will now be playing in four groups, with two groups playing one game and two playing the other game. During the period the children should be allowed to rotate so that all will have an opportunity to play both games. As soon as possible a third game should be taught and two groups of this game, together with one each of the old games,should be played. When the children have learned four games, each group may play a different game. They should now be taught how to line up in front of the leaders and how to "change" games. From this point on new games may be taught as the need arises.

In a fourth, fifth, or sixth grade, where it is difficult to find a small group game suitable for all to play at once, small group play could be started by an explanation in the classroom. Then, when the children reach the playground, the game selected could be demonstrated by six or seven children. Four leaders could be chosen from those who took part in the demonstration and sent to designated areas. The class could then be divided and sent to those leaders for play. On another day a new game could be taught by demonstration followed by play in four groups with two groups playing the old game and two playing the new. The games should be so arranged that by rotating once all would have an opportunity to play both games. The third day another game could be taught and the four groups arranged so there would be two groups of the new game and one each of the old games with one rotation giving all a chance to play the new and one or the other of the old games. On the fourth day, a fourth game could be taught and all four games could be played at once. The children would then be ready to learn how to choose which game they would play by running to the leader.

Methods of Teaching New Games — Since there are several games being played at once, there is a problem of how to introduce a new game once the children have learned to play in groups. Several methods have been described above; viz., teaching the entire class, demonstrating and then having all groups play, demonstrating and having two of the groups play the new game.

It can readily be seen that the process of having all play together would be used mostly in beginning small group play. The other methods, however, might be used at any time. The demonstration followed by four groups of the new game is a method that gives all of the children an opportunity to learn the game quickly. However, it would not be feassible for difficult games because the instructor could not be with all four groups learning the game. The demonstration followed by two groups would be a better method to use for games that are somewhat difficult to master.

A still better plan for teaching a very difficult game would be to have a demonstration followed by play in which there was one group. Playing the new game and the other groups playing familiar games. While this method takes longer for all to have an opportunity to learn the new game, it permits the teacher to stay with the new game to see that all learn it correctly.

For very simple games, the new game could be briefly explained in the classroom and a leader chosen for it. Then, the children got to the play area, the teacher could teach it to the first group and have the leader teach it to subsequent groups as changes occurred.

Choosing Games for Small Group Play — It has already been pointed out that there are several methods of choosing games. Each presents some problems and each has some special advantages.

Selecting the first game named by a child does not, of course, provide much opportunity for choice. But it does provide some introduction to pupil choice and it is a simple and fast method of selecting games. It would be used most often near the beginning of small group play.

The "show-of-hands" method is an effective one since it is relatively rapid and provides adequate opportunity for choice. It can fail to function if the person who names the game is often chosen as leader. Those who want to be leaders may refuse to "vote" for a game in the hope that if they get to name a game they will be chosen to lead it. It will also fail if stress is not given to the fact that a child can "vote" for as many games as he wishes. Raising his hand is merely an indication that he would like to have that as one of the games rather than a vote in the usual sense of the word. The standard that one-third of the group must "vote" for the game is based on the premise that the children will change games once or twice and, since one-fourth of the class will play a game at the time, by the second change some will be playing games they did not "vote" for. This should present some good teaching opportunities, because the teacher will have an opportunity to see children in situations that are not of their choosing.

The ballot method, while a very effective method of helping intermediate grade children to understand a basic process of democracy, presents a number of problems. Children frequently forget to cast their ballots until just before time for physical education. Some forget whether they have voted or not. And the time consumed in tallying frequently is a problem.

The method of having children place a check by the games they wish to play as they are listed on the board is a simple way of selecting games. It is also an effective one if children can remember to cast their votes and sufficient board space can be spared for this purpose.

In choosing games the problem frequently arises as to whether or not children may play games they have not been taught. While there should be no objection to this, some method should be devised to assure that the games chosen meet the specifications of small group games. One way of doing this would be to have the child who suggests the game explain it. If the explanation in dicates that the game would best be played as a large group game or a team game activity, the teacher could then suggest that it be reserved for the phase of the programme where it fits best. If it does not fit the small group play situation, the teacher could point out why it would not be suitable.

Use of Leaders for Small Group play — The method of selecting leaders is important to the success of the small group play programme. They could be voted upon by the children in the same way the games are chosen. But there are several things wrong with such a method. In the first place the most popular child, rather than the one who needs the leadership opportunity, will be chosen. The leadership responsibilities in small group play are not so difficult that every child cannot achieve some measure of success. With proper guidance even the poorest can attain reasonable success. So all should be given a chance.

When a poor leader is chosen it is desirable to have strong leaders at other games so the teacher can give adequate help to the weak leader. It is also important to have leaders who have expressed a desire to play the games they are to lead. Consequently, it is desirable for the teacher to choose the leaders.

Leaders should be given the freedom of leaving their games if they wish. But they should be held responsible for the success of the game. If they leave they should be expected to leave someone in charge and should return to the game before the signal to change is given.

When to Introduce New Games — As has been indicated, the first four or five games need to be introduced as rapidly as possible so the children can reach the point where they have a choice of games. After that time new games should be introduced only as needed. There are several guides that help the teacher determine when a new game is needed.

Frequently, new social situations should be presented to the group. Each type of game involves some social situation not inherent in games of other types. For example, Red Rover has a different social element from Fox and Geese in that in the former the It calls a few players at a time and can employ some strategy. A dodge ball game involves a different element from a ball game such as Overhead in that in the former children are required to hit other children with the ball. Similarly, Over the Top introduces a new social element in tag games when it requires that several children hold hands while trying to tag others. As these new social elements are needed,the games that present them should be added.

New games should also be taught when the children need variety. This need may be indicated by the fact that the children have difficulty in agreeing upon the games to be played or it may be shown by their choosing the same games every time they have small group play.

It is not necessary to teach new games every few days. In a first or second grade group where children are just beginning to use small group play, or in a sixth grade group, where team games are rapidly replacing low organisation games,from five to ten small group games should be sufficient for the year. In a third, fourth,or fifth grade, from ten to fifteen games should be adequate for the year and these might include some games learned in previous years.

Techniques of Teaching small Group play — With several groups playing some distance from each other in small group play, the children are somewhat removed from the direct control of the teacher. In fact, in the excitement of play they frequently forget that the teacher is present. This situation necessitates the use of good teaching techniques to avoid having it degenerate into chaos.

Care in teaching good ways of forming groups, in operating procedure, and in the establishment of rules will result in increased opportunities for learning unmarred by frequent interruptions to "discipline" children.

Formation of Groups — Forming groups by having children run to the game of their choice and line up in front of the leader presents an opportunity for behaviour problems to arise. These can become so numerous as to make the total situation unmanageable. Such difficulty can be easily avoided if the children are carefully introduced to a procedure which they can accept and are required to adhere to.

It is advisable to discuss with them good ways of lining up, i.e., when to slow down, distances between children, not "dishing" into line, and the like. They can, in many cases, help determine the standards to be used. For example, the standard that they will line up arms-length from one another might be established. They might also be required to walk though the procedure several times, with no games involved,to establish the ide a in their minds.

It is advisable also to establish a procedure for counting the group. One plan that works well is for the leader to stand in front of his group until all players have arrived. Then he steps to one side and walks down the line touching each one on the shoulder as he counts. When he reaches the group limit,he places his hand between that person and the others in the line and says to the latter, "will you please go to another group?"

The penalty for touching the person in front and for "dishing" into line should also be firmly established. Having the person go to the end of the line might be a standard that would be acceptable to the children.

Operating the procedure — Careful operation of the procedure is also important in small group play. While at times a class leader might be used, this should, for the most part, be done by the teacher.

One crucial point occurs when the children get to the play area. Before giving the signal for them to go to their leaders, the teacher should ascertain that the leaders are ready. A technique that is helpful in this is to have the leaders stand in the centre of the game with one hand raised to indicate that they are ready for the group. Leaders should be carefully instructed to remain in one spot until the line is formed. Nothing is more confusing than for the leader to move around while the line is forming.

Another problem of operation arises in determining how long to let the children play before giving the signal to change games. This is usually determined by the total amount of time available and whether or not there is to be a large group game at the end of the small group play. From four to five minutes in each game and two changes are usual standards. However, this may be varied to meet particular situations. If a leader is wasting time in getting his game started,it might be desirable to change after three minutes and let him suffer the complaints of those in his group. If a new game is being taught at more groups as much as six minutes may be given and fewer changes made. If behaviour problems arise that necessitate all play being stopped to discuss the problems, shorter playing intervals or fewer changes will have to be provided.

Still another operational problem arises in changing games. It is most important that this be carefully handled. When the signal to stop is given every child should be expected to stop play, put down whatever equipment he is holding (unless he is a leader), and listen to the teacher. When everyone has stopped, the leader has taken his position in the centre of the game, and has raised his hand to indicate that he is ready, the signal to change is given. Leaders do not need to recover any equipment not in their possession until the new group is formed. They can always designate some member of the new group to retrieve equipment while the preliminary arranging of the group for play is taking place.

The matter of a signal to stop play at any time can be handled in any one of several ways. Some teachers use a whistle. If this is used, it should be used in just the same way the voice would be used. The blast should be loud enough to be heard but not so loud as to be disturbing, firm enough to command respect but not so sharp as to be harsh. If the teacher does not wish to use a whistle, a plan that is frequently used is for the teacher, when he wishes to stop play, to raise his hand. As soon as a child sees the signal, he stops playing and raises his hand. It does not take long for all to get the signal.

Other problems of operation concern such techniques as how to assemble the group, where to stand when giving directions, and the use of hand signals. There are times when the teacher wishes to get the children assembled close enough to talk with them about some problem that has arisen. Where a whistle is used two blasts on the whistle might be assemble. If a whistle is not used, some hand signal should be devised for this.

It is important that all pupils be able to see the teacher and that he be able to see them when he is giving directions. If four games are being played, they should be arranged in a square. This not only gives approximately equal distance between games so that all have a fair chance on a change, but it permits the teacher to stand to one side and be in a good position to give directions. He should select a side where the sun will not be in the eyes of the children as they try to see and listen to him.

Hand signals for such things as changing games, changing to large group play, ending the period, and assembling in front of the teacher are helpful when children are scattered over a large area or are playing on n area with several other classes. These are easily devised.

Rules of Small Group Play — Since the major purpose of small group play is social development, not only should the procedure be designed to help children develop socially but teaching techniques should be employed that will also serve this purpose. One technique that sometimes helps children understand and practice acceptable social behaviour is th use of rules.

Some of the same rules that are used in directed play are applicable in small group play. Such regulations as asking permission to go into another game to get equipment, not running through other games, leaving equipment alone which belongs to other groups, permitting leaders to be responsible for equipment, and (as leaders) not playing with equipment in taking it to and from the play area are examples. These regulations help children develop respect for the rights of others and respect for playthings.

Such rules as not allowing children to return to games in which they have previously played is another example. If adequately explained to children, such a regulation helps them understand the necessity for sometimes making a personal sacrifice so others may enjoy play and also helps them learn ways of solving playtime problems amicably.

This rule occasionally causes a situation to arise where a child finds that all of the games he has not played already have their group limit. In these cases he is expected to go to the leader of a game he has not played and ask if anyone in the group has not played one of the games which does not have its group limit. A child who has not may then volunteer to go to one of those games so the first child will have a place to play. No child should be forced to leave but the children are presented an opportunity to make a sacrifice for someone else.

DESCRIPTION OF ACTIVITIES

The activities described on the following pages are listed in alphabetical order. For each game the grade levels at which it is best used, together with the number of players, equipment needed, object of the game, space and formation, playing rules, and special suggestions are given.

BOWLING

(GRADE 3-6)

Players — Not more than eight
Equipment — Three Indian clubs, two softballs
Object —
1. For a player to knock down as many clubs as possible each time he rolls a ball.
2. For a player to win the game by scoring more points than any other player.

Space and Formation — In a playing area 30 to 40 feet long and 10 feet wide, mark off a foul line at one end. Thirty to 40 feet in front of the foul line, set up three Indian clubs in a triangular formation with the head pin nearest the foul line. Adjust the distance from the foul line to the head pin and the space between pins according to the skill of the players. Designate one player to be the Retriever and have him stand near and to one side of the pins. The other players, designated as Bowlers, line up in single file behind the foul line. The first Bowler in line is given two balls.

Playing Rules —
1. On a signal from the leader, the first Bowler rolls the balls, one at a time, toward the Indian clubs. One point is scored for each club knocked down.
2. After a Bowler has rolled the second ball, he announces his cumulative score, and stands to one side of the pins; i.e., he becomes the Retriever for the next Bowler.
3. The previous Retriever recovers the Balls, carries them to the next Bowler, and goes to the end of the line.
4. The next Bowler takes his place behind the foul line and the game continues as before.
5. Should a player, in rolling a ball, step over the foul line, a foul shall be declared. In the case of a foul the ball counts as one ball bowled; no score may be made by that ball; and all clubs knocked down shall be immediately replaced by the Retriever.

6. Should all three clubs be knocked down by the first ball, the clubs shall be replaced by the Retriever for the Bowler's second roll.
7. The player who has the highest score at the end of the playing period is declared the winner.

BROWNIES AND FAIRIES

(*GRADE-1)*

Players — Not more than eight
Equipment — None
Object —
1. For the players of one side to keep from being tagged by running back across their end line when the leader says, "Here come the Brownies (or Fairies)."
2. For the players who are chasing to tag as many of the other players as possible before the latter can cross their end line.
3. For the players of one side to win the game by tagging all of the players on the other side.

Space and Formation — Mark off a playing area with side lines 30 to 40 feet long and end lines 20 to 30 feet wide. The leader divides the players into two sides. One side, the *Brownies*, take positions behind one end line. The other side, the *Fairies*, take positions behind the opposite end line. The leader stands near the *Brownies'* end line and directs them to turn their backs to the *Fairies*.

Playing Rules —
1. The leader starts the game by motioning to the *Fairies* to tiptoe quietly up behind the *Brownies*.
2. When the leader sees that the *Fairies* are close enough to the *Brownies* to allow the latter a reasonable opportunity to tag them, he calls, "Here come the *Fairies*." The *Brownies* then turn quickly and chase the *Fairies*, tagging as many of them as possible before they can cross their end line.
3. All *Fairies* who are tagged become *Brownies*. If a player crosses a side line to avoid being tagged, he is

considered as having been tagged.
4. The leader then directs the Fairies to turn their backs and motions for the *Brownies* to creep up behind the *Fairies*. When the *Brownies* are close enough, the leader calls," Here come the *Brownies*." The *Fairies* then chase the *Brownies*.
5. All *Brownies* who are tagged before they reach their end line become *Fairies* and the game continues as before; i.e., each side chases in turn.
6. The side which first succeeds in tagging all of the players on the other side is declared the winner. The group is then redivided and a new game began.
7. The play continues in the above manner until the end of the playing period.

BUDDY SPUD

(*GRADES 5-6)*

Players — Not more than eight
Equipment — One volleyball
Object —
1. For the players not in possession of the ball to avoid being hit by a thrown ball on the fly.
2. For either of the two players who are It to hit a player below the waist with a thrown fly ball.
3. For a pair of *Buddies* to win the game by being It the fewest number of times
Space and Formation- Mark off a playing are 30 to 40 feet square with boundary lines. The leader divides the group into pairs *(Buddies*) and designates which pair is to be It. Players take positions anywhere within the playing area. The leader gives a ball to one of the players selected to be It.

Playing Rules —
1. On signal from the leader, the *It*, who has the ball, may throw it at a player in an attempt to hit him below the waist with a fly ball, or he may pass to his Buddy. All players, except the *Its*, may run anywhere within bounds to avoid

being hit by a thrown ball. An It not in possession of the ball may also run to get into a more advantageous position to receive a pass from his *Buddy*.

2. If an *It* is successful in hitting a player below the waist with a thrown ball on the fly, the player so hit and his *Buddy* become the new *Its* and the game proceeds as before.

3. A player who *It* may not run with the ball in his possession.

Penalty : Each violation counts as one additional time at being It.

4. Out-of-bounds balls must be retrieved by an *It*. The ball shall be put in play a throw-in from the point where it went out-of-bounds.

5. A player who runs out-of-bounds to avoid being hit by a thrown ball is automatically considered as having been legally hit.

6. The play continues in the above manner until the end of the playing period. The pair of *Buddies* who have been It the fewest number of times is declared the winner; however, putting the ball in play at the beginning of the game does not constitute a time at being It.

CALL BALL

(*GRADES 1-2)*

Players — Not more than eight
Equipment — One volley ball
Object —

1. For a player, when his name is called, to catch the ball and thus become the *Thrower*.

2. For the *Thrower* to toss the ball in such a way that the player whose name has been called has an opportunity to catch it.

Space and Formation-Mark off a *Throwers*' line ten feet long. parallel to and in front of this line, mark off another line 20 to 25 feet long. One player, selected to be the *Thrower*, is given a ball and takes a position in the centre of the *Throwers*' line. The other players stand abreast on the opposite line facing the Thrower. Adjust the distance between lines according to the skill of the players.

Playing Rules—

1. The game begins when the *Thrower* calls the name of some player and then tosses the ball straight up into the air as high as he can.
2. The player, whose name is called,runs forward and attempts to catch the ball. Should he succeed in catching the ball before it touches the ground,he changes places with the *Thrower.*
3. Should a player, whose name has been called, fail to catch the ball, the *Thrower* shall retrieve the ball, call the name of another player, and again toss the ball.
4. Should the *Thrower* toss the ball in such a way that the player whose name he called does not have a reasonable opportunity to catch it, the player is considered as having caught the ball, and shall change places with the *Thrower.* The leader shall be the judge as to whether the player had a reasonable opportunity to catch the ball.
5. Should the *Thrower* interfere with the player trying to catch the ball, the latter shall be considered as having caught the ball.
6. If, when the *Thrower* has tossed the ball three times, none of the players called have succeeded in catching it, the *Thrower* shall say, "I have had three turns and I choose (so-and-so) to be Thrower."
7. The game continues in the above manner until the end of the playing period.

(Note—Should the skill of the group be such that the players have difficulty in catching the ball on the fly, it may be advisable to permit them to catch it on the first bounce.

CENTRE KEEP AWAY

(GRADES 5-6)

Players — Not more than eight

Equipment — One volleyball,one base or mat each baseman

Object —

1. For the player who are basemen to pass the ball to each other in such a way as to prevent the It from obtaining possession of the ball.

2. For the It to legally obtain possession of the ball and thus become a baseman.

Space and Formation — In the playing area,place the bases to form a circle having a diameter of approximately 25 feet. One player selected to be It take his place in the centre of the area. The remaining players, designated as basemen, take positions on their respective bases. One of the basemen is given a ball. Adjust the diameter of the circle according to the skill of the players and the number playing.

Playing Rules —

1. On a signal from the leader, the baseman having the ball puts it into play by passing the ball to any other baseman.

2. When a baseman receives the ball he must pass it to some other baseman. As the ball is passed from one baseman to another, the *It* attempts to intercept the ball. Should he succeed in doing so he becomes a baseman and the player who last threw the ball becomes the *It*.

3. Should the *It* gain possession of a ball which has been missed by a baseman he changes places with that baseman. Wild throws retrieved by the *It* shall be considered as interceptions and the player who threw the ball shall change places with the It.

4. A baseman must keep one foot on his base when playing the ball. When a player violates this rule he automatically becomes It.

5. When a baseman receives the ball he must throw it to another baseman without delay. Should a baseman fail to throw the ball immediately after catching it he automatically becomes *It*.

6. Should the It gain possession of the ball by stepping on a base or by playing the ball while it is legally in possession

of a baseman,he should not be considered as having gained possession of the ball.

7. Should an *It* and a baseman gain possession of the ball simultaneously the shall be considered as having been caught by the *It*.

8. The game continues in the above manner, the It changing places with a baseman each time he legally gains possession of the ball, until the end of the playing period.

(Note— It is not advisable to have more than five basemen. Should there be more than six players in the group, more than one It may be used in playing the game.

CLUB GUARD

(*GRADES 5-6)*

Players — Not more than eight

Equipment — One volleyball,one base for each thrower

Object —

1. For the *Guard* to prevent the club from being knocked down by a thrown ball.

2. For the player to become the Guard by knocking the club down.

Space and Formation — Place the bases to from a circle having a diameter of approximately 25 feet. In the centre of the circle, mark off an area three to four feet square, by using mats, and designate this as the Club Area. One player, selected to be Guard, takes a position close to but outside the Club Area. The other player take positions on their respective bases and one of these is given a ball. Stand an Indian club in the centre of the Club Area. Adjust the diameter of the circle and size of the Club Area according to the skill of the players. In some instances, it may be advisable to use two or three Indian clubs. This will make it easier for a player to knock down one of the clubs.

Playing Rules —

1. On a signal from the leader, the player with the ball

throws it at the club or passes the ball to another player, who is in a better position to throw at the unguarded club.
2. If a player succeeds in knocking the club down with a legally thrown ball, he changes places with the Guard; the club is replaced, and, at a signal from the leader,the ball is again put in play as before.
3. A ball which is thrown by a player who did not have at least one foot on his base shall not be considered as a legally thrown ball.
4. A Guard may protect the club by blocking the ball with his feet or legs. If he steps over or into the Club Area or plays the ball with any part of the body above the waist,the club is considered as having been knocked down, and the Guard changes places with the player who last threw the ball.
5. If the ball comes to rest within the circle,the Guard must retrieve it and pass it to some player on the circle.
6. The game continues in the above manner until the end of the playing period.

(Note—Since Kicking the ball slows up the game, it may be advisable to rule "kicking" a foul, if the Guards insist on kicking in stead of blocking the ball.)

CLUB SNATCH

(GRADES 4-6)

Players — Not more than eight
Equipment — One Indian club
Object —
1. For the player who secures the club to run across a boundary line without being tagged.
2. For the player who fails to secure the club to tag the opposing player before he can cross a boundary line.
3. For a team to win by accumulating more points during the playing period than the opponents.

Space and Formation — Mark off a playing area, with boundary lines, approximately 25 feet square. In the centre of the area, mark off a square from two to three feet on each side and designate it as the Club Square. Stand an Indian club in the centre of this square. Divide the players into two equal teams and have them take positions on opposite side lines facing each other. The captain of each team numbers his players consecutively beginning with one. Adjust the size of the two squares according to the skill of the players.

Playing Rules—

1. The leader starts the game by calling a number from one to four, provided there are four players on a team. Since the players on each team are numbered consecutively beginning with one, a player from each team will run toward the club, attempt to secure it and carry the pin across any one of the four boundary lines with out being tagged by his opponent.
2. If the player whose number has been called fails to secure the club, he attempts to tag the player with the club.
3. If the player who secures the club succeeds in crossing any one of the four lines without being tagged, a point is scored for his team.
4. If the player who secures the cllub is tagged before crossing a line, a point is scored for the opposing team.
5. As soon as a player steps into the Club square or touches the club he is eligible to be tagged.
6. Players who are attempting to secure the club must keep moving around the club square. If a player stops walking a point is scored for the opponents.
7. When two players have completed their play, the leader calls another number and the game proceeds as before.
8. The team which has the greater number of points at the end of the playing period is the winner.

(Note — If there are an even number of players in the group, the leader plays and officiates.)

CROSS TAG

(GRADES 5-6)

Players — Not more than eight

Equipment — None

Object —

1. For It to tag the player he first starts chasing or any other player who crosses between him and the one he is chasing.
2. For the player who is being chased to keep from being tagged.
3. For any player who is not being chased to "save" the one being chased by definitely crossing between him and the *It*.

Space and Formation — Mark off a playing area approximately 50 feet square. The players take positions within the area and one player is selected to be It. Adjust the playing area according to the skill and the number of players.

Playing Rules —

1. On a signal from the leader, the It calls the name of any player and attempts to tag him. The It must chase the player whose name he called until he tags him or until some other player crosses between *It* and the one being chased.
2. Should a player cross between the *It* and the player he is chasing, the *It* must now chase this player.
3. When a player has been legally tagged,he becomes the *It*. The new *It* calls the name of another player and the game proceeds as before. He may not, however, call the name of the player who tagged him.
4. Should a player run out-of-bounds to avoid being tagged, he is considered as having been tagged.
5. Should two players cross between the *It* and the player being chased at the same time, the It must chase the one who crossed nearest him.
6. The game continues in the above manner until the end of the playing period.

DARE TAG

(GRADES 2-4)

Players — Not more than eight
Equipment — None
Object —
1. For the *It* to tag any player inside the playing area.
2. For the other players to avoid being tagged while they are inside the playing area.

Space and Formation — Mark off a playing area, with boundary lines, 20 to 25 feet square. One player, selected by the leader to be *It*, takes a position in the centre of the playing area. The other players take positions just outside the area behind any one of the boundary lines. Adjust the size of the area according to the skill and the number of players.

Playing Rules—

1. On a signal from the leader, the players run into or across the playing area, thus daring the *It* to tag them. Players are eligible to be tagged only when they are within the playing area. Players continue to dare the *It* by running in and out of the area at any time during the game.
2. A player tagged, while he is in the playing area, immediately becomes the new *It* and may tag any player except the *It* by whom he was tagged. The latter may join the other players in daring the It but is eligible to be tagged only after some other player has become *It.*
3. A player who makes no effort to avoid being tagged is ineligible to become the next *It,* and should be disregarded by the player who is It at that time.
4. The game continues in this way, any player legally tagged becoming the next It, until the end of the playing period. The leader may play and officiate at the same time.

DUCK ON A ROCK

(GRADES 5-6)

Players — Not more than eight

Equipment— One softball for each player with the exception of *It*, one light-weight box (approximately 14 inches long, 6 inches wide, and 6 inches high)

Object —

1. For the players, It excepted, to knock down the club by rolling the ball at the box or failing in this to retrieve their ball and run across the starting line without being tagged by It.
2. For It to legally tag any player who has picked up his ball in an attempt to reach the starting line.

Space and Formation — Mark off a starting line 30 to 40 feet long. From each end of this line mark off side lines, parallel to each other, extending the length of the area (approximately 80 feet). Thirty to 50 feet in front of the starting line and midway between the side lines place a box. Stand an Indian club (the duck) on the box (the rock). One player, selected to be *It*, takes a position near the box. Each of the other players is given a ball. They take positions abreast behind the starting line and facing the box. Adjust the width of the playing area, the distance between the starting line and the box according to the skill and the number of players.

Playing Rules—

1. On a signal from the leader, any player may roll his ball at the box in an attempt to knock down the club. Players must be behind the starting line when rolling a ball. When a player has rolled his ball he runs and stands beside it, where it has stopped rolling. Players will find the game more interesting if they take turns in rolling their balls.
2. A player who has rolled his ball may pick it up and run with it to the starting line at any time. When a player has picked up his ball, he is eligible to be tagged until he has crossed the starting line. He may not put his ball down on the ground or drop it to keep from being tagged.
3. It may tag any player who has picked up his ball, provided the club is upright. If a player runs out-of-bounds to avoid being tagged, he is considered as having been

tagged.

4. When the club has been knocked down, It must replace the club in an upright position on the box before tagging any player; i.e., no one is eligible to be tagged unless the club is in this upright position on the box.

5. It may not interfere with balls being rolled at the club. Should this occur, the player may retrieve his ball and roll it again.

6. When the club has been knocked down, every player who has not returned to the starting line must pick up his ball and run, except the player who knocked down the club. The player who knocked the club down may run if he wishes.

7. When the club has been knocked down,on player may roll his ball until that play has been completed; i.e.,all players except *It* and the one who knocked the club down are behind the starting line.

8. Should the situation arise where there is no player remaining behind the starting line *It* may call, "Run," in which case all players must retrieve their balls and immediately attempt to reach the starting line.

9. When a player has been legally tagged he shall give his ball to *It* and the two change places; i.e., *It* now becomes a player.

10. A player who is hit by a rolling ball automatically becomes *It.*

(Note — Where sufficient balls are not available two players may use the same ball by taking turns. When the game is played indoors it may be advisable to use bean bags instead of balls. The playing area is reduced in size and the club is placed on the floor instead of on the box.

EXCHANGE DODGE BALL

(GRADES 3-6)

Players — Not more than eight

Equipment — One volleyball

Object —

1. For the Centre Players to dodge the ball in an effort to

keep from being legally hit.
2. For a Thrower to hit any Centre Player with a legally thrown ball.

Space and Formation — Mark off a rectangular playing area, with side lines and end lines, approximately 25 to 30 feet long and 8 to 10 feet wide. The leader selects two players to be Throwers. They take positions behind the end lines,one at each end of the playing area. The remaining players are designated Centre Players and take positions anywhere within bounds. One of the Throwers is given a ball. Adjust the size of the playing area according to the skill and the number of players.

Playing Rules—

1. On a signal from the leader, the Thrower with the ball throws it and attempts to hit a Centre Player. The ball must be thrown from behind the end line to constitute a legal throw.
2. If a legally thrown ball hits a Centre Player below the waist,either on the fly or bounce, that player becomes a Thrower and changes places with the one who threw the ball.
3. Centre Players may run anywhere within bounds to keep from being hit by a ball. Should a player run out-of-bounds to avoid being hit he automatically becomes a Thrower and changes places with the one who last threw the ball.
4. Thrown balls must be recovered by a Thrower and put in play from behind the end line. i.e., a throw from the side lines is illegal.
5. Play continues in the above manner until the end of the playing period.

(Note—If there are six or more players in the group it may be advisable to divide the group and have two games in progress at the same time.)

FLOWERS AND WIND

(GRADES 1-2)

Players — Not more than eight

Equipment — None

Object —

1. For the Flowers to avoid being tagged when the opposing side guesses the flower which has been chosen.
2. For those who are the Wind to tag as many of the Flowers as possible before the latter can cross their starting line.
3. For a side to win the game by tagging all of the players on the other side.

Space and Formation — Mark off a playing area 30 feet long and 20 feet wide. The long boundary lines are designated as side lines and the short lines, starting lines. The leader divides the group into two sides, designating one as the Wind and the other as the Flowers. The players of each side take positions behind their respective starting lines and facing each other. Adjust the size of the area according to the skill and the number of players.

Playing Rules—

1. At the start of the game, the Flowers choose the name of a flower,join hands, and skip forward to within a few feet of the opposing players.
2. The players who are the Wind attempt to guess the name of the flower which has been chosen. When a player thinks that he knows the name of the flower,he raises his hand and the leader calls upon him to guess. If the players who are the Wind have difficulty in guessing the name of the flower chosen, they may ask any question about it which can be answered by "yes" or "no".
3. The Flowers shall replay to each guess by saying, "Yes" or "No." When the name of the flower chosen has been guessed, the Flowers reply, "Yes," and run for their starting line. The players who are the Wind attempt to tag as many of the Flowers as possible before the latter can cross their starting line.

4. Any Flower who is tagged before crossing his own starting line becomes a member of the opposing side. If a player runs out-of-bounds to avoid tagged, he is considered as having been tagged.

5. When the Flowers have either succeeded in safely crossing their starting line or have been tagged, the players who were the Wind return to their starting line, taking with them the Flowers who were tagged.

6. The Flowers now become the Wind, the Wind become the Flowers. The game proceeds in the above manner; i.e., each side in turn chooses the name of a flower, until the end of the playing period. If one side succeeds in tagging all of the players of the other side,the players are redivided and a new game started.

7. If a side is unable to guess the name of the flower chosen,the Flowers shall have an opportunity to choose another flower to be guessed.

8. The players who are the Wind may refuse to guess until the Flowers come close enough to assure a reasonable opportunity of their being tagged.

FOX AND GEESE

(GRADES 1-3)

Players — Not more than eight
Equipment — None
Object —

1. For the Fox to tag as many Geese as possible.
2. For the Geese to cross the opposite end line without being tagged when the Fox calls, "Run, geese, run."
3. To see which Fox can catch the greater number of Geese.

Space and Formation — Mark off a rectangular area 30 feet long and 20 feet wide. The short boundary lines are designated as end lines. One player, selected by the leader to be the Fox, takes a position in the centre of the playing area. The other players, who are designated as Geese, take positions abreast and behind one of the end lines. Adjust the size of the playing area to the skill and the number of players.

Playing Rules—

1. To start the game, the Fox calls, "Run, geese, run,"where-upon the Geese must run and attempt to cross the opposite end line. The Geese are eligible to be tagged until they have crossed this line.
2. If any of the Geese run out-of-bounds to avoid being tagged they shall be considered as having been tagged.
3. All Geese who have not been tagged are eliminated from the game and must stand out-of-bounds on one side of the playing area.
4. The Geese who have not been tagged line up on the near end line and, on the signal from the Fox, run back to the original starting line.
5. The play continues in this way until the Geese have run three times. The Fox then says, "I have had three turns and I have caught [so many] Geese. I choose [so-and-so] to be the Fox." The new Fox shall be chosen from those Geese who have not been eliminated, or in case all have eliminated,the last one caught shall be the new Fox.
6. When the new Fox has been selected, all Geese (including those who have been previously eliminated and the player who has just been the Fox) take their places behind one of the end lines and the game proceeds as before.
7. Play continues in this way until the end of the playing period. The Fox who has caught the greatest number of Geese in any set of three turns is declared the winner.

GIANT'S CAVE

(GRADES 2-3)

Players — Not more than eight

Equipment — None

Object —

1. For the Children, when the Mother (or Father) says, "Here comes the Giant," to reach "Home" before being tagged by the Giant.
2. For the Giant, when the signal is given, to tag as many

Children as possible before they can return "Home.
3. To see which Giant can tag the most Children.

Space and Formation—Mark off a rectangular playing area 40 feet long and 20 feet wide. Designate one of the end lines as the "Home"line. Thirty-five feet in front of the "Home" line mark off an area 5 feet square midway between the side lines. Designate this area as the "Giant's Cave." One player, selected by the leader to be the Giant, takes his place in the "Cave." Another player selected to be the Mother (or Father), takes a position to one side of the playing area about 20 feet in front of the "Home" line. the remaining players, who are designated as Children take places behind the "Home" line facing the "Cave." Adjust the size of the playing area according to the skill and the number of players.

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Playing Rules—

1. At a signal from the leader,the Children go to the Mother and ask, "Mother, may we go out to play?"
2. The Mother answers, "Yes, but don't go near the 'Giant's Cave.' Whereupon, the Children dance and play as near the "Giant's Cave" as they dare.
3. When the Mother thinks the Children are near enough to the "Cave" to give the Giant a reasonable opportunity to tag them, she calls, "Here comes the Giant!" At this signal, the Giant chases the Children and attempts to tag as many of them as possible before they can reach "home." If a player crosses a side line to avoid being tagged, he is considered as having beentagged.
4. All Children who are tagged before they cross the "Home" line are eliminated from the game and take positions behind the "Giant's Cave" until the new Giant is chosen.
5. When the Giant has returned to his "Cave," and the Children who were not tagged have taken positions behind the "Home" line, the leader gives a signal and the game proceeds as before.
6. When the Giant has had three turns to tag the Children,

he says "I have had three turns, and I have tagged [so many] Children. I choose [so-and -so] to be Giant." The new Giant must be chosen from those Children who were not tagged, or, in case all Children were tagged, the last one tagged shall be the next Giant.

7. The original Giant now becomes the Mother; the new Giant takes his place in the "Giant's Cave"; the Children, including the original Mother and all Children who were tagged, take positions on the "Home" line; and the game proceeds as before.

8. At the end of the playing period the Giant who has tagged the most Children in any set of three turns is declared the winner.

HIT THE CLUB

(GRADES 2-3)

Players — Not more than eight

Equipment — One volleyball

Object —

1. For a player to roll the ball and knock down the opponents.
2. For a team to win the game by scoring more points than the opponents.

Space and Formation — In a playing area approximately 30 feet long and 10 feet wide, stand two Indian clubs upright 20 to 25 feet apart. The leader divides the players into two teams.

Playing Rule—

1. On a signal from the leader, the player with the ball stands behind and a little to one of his own club and rolls the ball toward the opponents' pin. If he succeeds in knocking over the club, the leader records one point for that player's team.
2. The first player on the opposing team recovers the ball and rolls it back toward the opposite club.
3. The second player of the team which originally put the ball in play now recovers the ball and rolls it. The game

continues in this way, the players of each team rolling the ball in turn. One point is recorded for a team each time a player on that team knocks down the opponents' club.

4. If a player stops a ball, which has been rolled by an opponent, before it reaches the club, the scorer shall record a point for the opponents just as if the club had been knocked down.

5. If a player rolls the ball from in front of his own club no score shall be recorded should the opponents' club be knocked down.

6. The team which has the greatest number of points at the end of the playing period is the winner.

(Note — If there are more than five players in the group,it may be advisable to divide the group and have two games in progress. If there is an even number of players the leader plays and acts as scorekeeper. If there is an odd number in the group the leader may either stay out of the game and keep score, or appoint some one else to do so.)

HOP SCOTCH GOLF

(GRADES 3-6)

Players — Not more than eight

Equipment — One eraser or wooden block,one piece of chalk

Object —

1. For a player to get the eraser in a "Hole" in the fewest number of kicks (strokes).

2. For a player to win the game by scoring the greatest number of points.

Space and Formation — Select the smoothest surface available for this game if it is played out-of-doors. An indoor surface is, however,preferred. Using chalk,draw circles, about three feet in diameter. The circles ("Holes") should be 15 to 18 feet apart and arranged in the form of a square. The circles are numbered consecutively from one to four. An eraser is placed in the Number Four "Hole." The leader numbers the players consecutively beginning with one and they stand behind the Number

Four "Hole." Adjust the distance between "Holes" according to the skill of the players.

Playing Rules—

1. The Number One player starts the game. Hopping on one foot, he kicks the eraser into the Number One "Hole" in as few "Strokes" as possible. The eraser must be kicked with the foot on which he is hopping. A player must hop on the same foot while playing a "Hole," and each time the other foot touches the floor an additional " Stroke" shall be counted.
2. A player may not take more than ten strokes in playing a "Hole."
3. When the Number One player has finished playing the first "Hole" (the eraser must be wholly within the circle), he announces the number of strokes which he has taken and carries the eraser back to the Number Two player.
4. Each of the remaining players, in turn, plays the Number One "Hole" in the same manner.
5. When all players have completed the first "Hole," the player who finished the "Hole" in the fewest number of strokes receives two points for winning the "Hole." In case more than one player has "low score" for the "Hole" (tie), each receives one point.
6. The players proceed to play the remaining "Holes" in the same manner, each starting from the preceding "Hole."
7. At the end of the playing period, the player who has scored the greatest number of points is declared the winner.

(Note — If time permits,players may go around the "course" more than once. If there are more than four players in the group, it is advisable to divide the group in half, one half starting at "Hole" Number Two while the other starts at "Hole" Number Four. A player should stop his play on a particular " Hole" when he has taken more strokes than another player who has already played the "Hole.")

I SPY

(GRADES 1-3)

Players — Not more than eight

Equipment — None

Object —

1. For a player to become the next *It* by bumping against the present *It* in such a way that he is forced to put his free foot on the ground.

2. For the *It* to continue as It by causing the player he has "spied" to put his free foot on the ground.

Space *and Formation* — In a playing area about 20 feet square,all players, except the *It*, form a line standing abreast and facing the centre of the area. One player, selected to be *It*, takes a position twelve feet in front of the other players and faces them.

Playing Rules —

1. The *It* begins the game by saying, "I spy." The other players say, "Whom do you spy?" and the It, replies," I spy (so-and-so)." The player whose name was called and the *It*, with arms folded across their chests, and one foot raised from the ground, hop toward each other.

2. As the two meet, each attempts to bump the other in such a way as to force him to put his free foot on the ground.

3. If the *It* succeeds in forcing the other player to put his free foot on the ground first,the former continues as *It* for the next game. In case he wins three games in succession, he says, "I have had three turns and I choose [so-and-so] to be It," and chooses someone he has not defeated to be *It* for the next game.

4. If the *It* first touches the ground with his free foot, the player who defeated him becomes the *It* for the next game.

5. Play continues in this way, with the winner of each game becoming the *It* for the next game, until the end of the playing period.

(Note — As players bump against each other, they should keep their elbows close to their bodies so as not to injure opposing players.)

JUMP THE SHOT

(GRADES 3-6)

Players — Not more than eight

Equipment — One piece of rope 10 feet long with a shot bag tied to the end of the rope. The shot bag may consist of a beanbag, old boxing glove, or a soft ball enclosed in a sack.

Object —

1. For all players, except the It, to avoid being hit by jumping over the shot.
2. For the It hit a player legally with the shot.
3. For a player to become the next It by staying in the circle longest.

Space and Formation — In a playing area about 25 feet square,one player selected to be the It takes a position on his knees in the centre of the area. The It is given a shot bag attached to a rope some ten feet long. The other players form a circlle around the It, standing about twelve feet away from him. Adjust the position of the players according to the length of the rope.

Playing Rules—

1. At a signal from the leader, the It starts swinging the shot in a circle, changing the rope from one hand to the other as it passes in front and in back of him. The shot may at no time rise more than six inches above the floor.
2. When the shot has gained sufficient momentum, the leader gives a signal for the other players to move within the range of the shot. Players should move in sufficiently to make it necessary for them to jump over the shot to avoid being hit.
3. If the shot, while traveling not more than six inches above the floor, hits a player, that player is eliminated and takes a position outside of the circle. If a player is hit by the shot when it is traveling more than six inches above the floor, he may continue in the game.
4. If a player moves outside of the circle to avoid being

hit,he is automatically eliminated.

5. After a player has been hit, the It again starts the shot and the game continues as before,until all but one of the players have been eliminated. The remaining player becomes the *It* for the next game.

6. Play continues in the above manner until the end of the playing period.

(Note—The leader should allow It sufficient time to get the shot traveling smoothly before giving the signal for the players to move within range of the shot. When the signal is given, all players should move within range at the same time.)

KEEP AWAY

(GRADES 4-6)

Players — Not more than eight

Equipment — One volleyball

Object —

1. For the team in possession of the ball to score a point by completing five consecutive passes.
2. For the team not in possession of the ball to gain possession of it and thus prevent the opponents from scoring.
3. For a team to win the game by scoring more points than the opposing team.

Space and Formation — Mark off boundary lines enclosing a playing area 40 to 50 feet square. The players are divided into two equal teams. They take positions anywhere within bounds, except for one player who is given a ball out-of-bounds on any side of the square. Adjust the size of the area according to the skill of the players.

Playing Rules—

1. At a signal from the leader the player with the ball begins the play by passing the ball to a teammate in the playing area. This player calls," One," and attempts to pass to another player on his team or back to the player

who started the game. If the second pass is successful the player who catches it calls, "Two," and passes it to a teammate. Play continues in this way until five passes are completed, the ball goes out-of bounds, or an opponent intercepts a pass.

2. As the ball is passed from one player to another, the opposing players attempt to intercept it. Should one succeed in doing so his team then attempts to complete five consecutive passes.

3. If a ball touches a boundary line or the ground outside the playing area, or is in possession of a player who is on or outside of a boundary line, it is considered to be out-of-bounds. A ball which goes out-of-bounds is thrown in by an opponent of the player who last touched it.

4. If a pass is intercepted or the ball goes out-of-bounds the team which had it is considered to have lost possession and upon regaining it must begin their series of five passes again.

5. If in attempting to intercept a pass, a player touches an opponent, the pass shall be considered to have been completed and the player fouled shall be awarded an unguarded pass from the spot where the foul occurred.

6. A player in possession of the ball may run with it, dribble it, or pass it to another player.

7. If two opposing players apparently catch a ball at the same time,a "held ball shall be called and the ball put in play again by a "toss-up"(as in basketball) between these two players. (Note: When a held ball occurs, both teams are considered to have lost possession of the ball.)

8. A team is awarded one point each time it succeeds in completing five consecutive passes without having lost possession of the ball.

9. When the team has scored a point,the ball is given to a player of the opposing team out-of-bounds on any side of the playing area and he puts it back into play by passing to a teammate.

10. The team which has the greatest number of points at the end of the playing period is declared the winner.

LAST ONE OUT

(GRADES 5-6)

Players — Not more than eight
Equipment — None
Object —

1. For a team to get all of the players of the other team on its side by tagging those who are eligible to be tagged.

Space and Formation — Mark off a rectangular playing area about 40 feet long and 20 feet wide. Five feet in front of each end line, mark off a line parallel to each end line. Designate the area, between this line and the end line, the player's (or tagger's) base. Divide the players into two teams. The players take positions within their respective bases facing the opponents. Adjust the size of the playing area according to the skill of the players.

Playing Rules—

1. To start the game, any player may leave his base and dare an opponent to tag him.
2. A player may tag an opponent provided the latter left his base before he did. A player who has been legally tagged becomes a number of the opposing team.
3. A player who has legally tagged an opponent must return him to his (tagger's) base and while doing so neither is eligible to be tagged.
4. Should a player, to avoid being tagged, run out-of-bounds, he is considered as having been tagged.
5. The game continues in the above manner until the end of the playing period or until all of the players are on one team.

Note — A player should leave his base, dare an opponent to tag him, and lure him close enough so that a teammate [of the player being chased] can tag the opponent. A player being chased can touch his base, turn, and chase opponent.

LONG JUMP ROPE

(*GRADES 3-6)*

Players — Not more than eight

Equipment — One jump rope (approximately fifteen feet long)

Object —

1. To "run through" a turning rope without being hit by it.
2. To jump a turning rope without missing.

Space and Formation- In a playing area approximately 30 feet by 20 feet,two players.who are selected to be the Turners take the ends of the rope and stand far enough apart that the rope will just touch the ground as it is turned. The other players stand to one side of the rope, one behind the order of their turns.

Playing Rules —

1. As the rope is turned, the players, in the order of their turns, "run through,"i.e., they run under the rope to the opposite side without jumping. After " running through" they go behind one of the Turners and back to their place in line.
2. On their next turn the players run in, jump once, and run out. Then, on successive turns they increase the number of jumps by one until they reach the point where they run in, jump ten times, and run out.
3. If a player fails to follow the rules of the game, or if he causes the rope to stop turning by obstructing it with his body or clothing, he is considered to have missed.
4. When a player misses, he changes places with the Turner who has been turning longest. The latter, in his turn, must take the same number of jumps the other players are taking, just as if he had been jumping from the beginning of the game.
5. If the failure of a player to clear a turning rope is due to the fact that the rope was not properly turned, he is not considered to have missed and is allowed to repeat the turn.
6. When the last player in the line has attempted the turn

in which ten jumps are taken, a new game is began. Play continues in this way until the end of the playing period. (Note—There are many variations to this activity. In some the children recite verses as they jump. Those variations that the children know may be included so they perform a variety of stunts while jumping rope.)

MIDNIGHT

(GRADES 1-3)

Players — Not more than eight
Equipment — None
Object —

1. For the Wolf, when he says, "Midnight," to tag as many Sheep as possible before they can return to their starting line.
2. For the Sheep, when the signal to run is given, to return to their starting line before being tagged by the Wolf.
3. To see which Wolf can tag the greatest number of Sheep.

Space and Formation — Mark off a rectangular playing area with boundary lines 30 to 40 feet long and 20 feet wide. Designate one end line as the starting line for the Sheep. All players, except the Wolf, take positions behind this line. On the opposite end line mark off an area 10 feet long and 3 feet wide, midway between the side lines, and designate this as the "Wolf's Den." One player, selected to be the Wolf, takes his place within the "Den." Adjust the size of the playing area according to the skill of the players.

Playing Rules—

1. The game is began by the Sheep Skipping out into the "Meadow" in front of the Wolf and asking him, "What time is It?"
2. If the Wolf replies that it is eight o'clock, nine o'clock or any time time, other than midnight, the Sheep continue to play around in the "Meadow."
3. The game continues in this way with the Sheep skipping

up to the Wolf every now and then and asking, "What time is it?"When the Wolf thinks that he has a reasonable chance of tagging the Sheep,he replies, "Midnight" and attempts to tag many as possible before they can return to their starting line.

4. All Sheep who are tagged before reaching their starting line are eliminated from the game and must remain in the "Wolf's Den" until a new Wolf is chosen. If a Sheep runs out-of-bounds to avoid being tagged he is considered as having been tagged.
5. When the Wolf has returned to his "Den," the Sheep who were not tagged again skip out into the "Meadow" and the game continues as before.
6. When the Wolf has had three turns, he says, "I have had three turns, and I have tagged [so many] Sheep. I choose [so-and-so] to be the next Wolf." The new wolf must be chosen from those Sheep who were not tagged, or, in case all were tagged, the last one tagged shall be the next Wolf.
7. When the new Wolf has taken his place in the "Wolf's Den" and all Sheep, including those who were tagged and the one who was Wolf,have returned to their starting line,the game proceeds as before.
8. At the end of the playing period, the Wolf who has tagged the most Sheep in any set of three turns is declared the winner.

NUMBER RACE

(GRADES 3-4)

Players — Not more than eight
Equipment — None
Object —

1. For a player, when his number is called, to score a point for his team by running to a given point and back before the opponent with the corresponding number can do so.
2. For a team to win by scoring the greater number of points during the playing period.

Space and Formation — Mark off a starting line bout 15 feet long. Approximately 30 feet in front of this line and parallel to it mark off a "Turning line." The players are divided into two equal teams and those of each team are seated behind their respective halves of the starting line in single file formation and facing the "Turning Line." The players of each team are numbered consecutively beginning with one, i.e., the first player in each line will have the number one. Adjust the distance between the starting line and the "Turning Line" according to the skill of the players.

Playing Rules—

1. To start the game the leader calls, "Ready-Number Two!" or any other number he wishes to call. When a number has been called the players having that number stand up, turn left about, run around the last player on their team run forward across the "Turning Line," and return to their starting position. The first player to be seated in his own place in line scores a point for his tram.
2. As soon as both players have been seated the leader shall announce the winner and record the score. In case of a tie neither team shall be credited with a score.
3. When the score has been recorded the leader shall proceed to call another number and the game continues as before until the end of the playing period. The leader should see that all plalyers have a chance to run.
4. Should a player touch anyone while running the point shall be awarded to the opposing team regardless of the outcome of the play. The same is true if a player fails to run in the prescribed manner.
5. The team which has the greater number of points at the end of the playing period is declared the winner.

(Note-If there is an even number of players the leader plays, calls the numbers, and acts as scorekeeper. If there is an odd number in the group the leader may either stay out of the game, call the numbers, and keep score, or appoint someone else to do so.)

OLD MOTHER WITCH

(*GRADES 1-2)*

Players — Not more than eight
Equipment — None
Object —

1. For the Witch, when the signal to run has been given, to tag as many players as possible before they can run across the starting line.
2. For the Children, when the signal is given, to run across the starting line before being tagged by the Witch.
3. To see which Witch can tag the most Children.

Space and Formation — Mark off a rectangular area with boundary lines 30 to 40 feet long and 20 to 30 feet wide. The long boundary lines are the side lines and one of the short lines is designated as the starting line. One player, selected by the leader to be the Witch, takes his position 10 to 15 feet in front of the starting line and facing the group. The other players are designated as Children and take positions abreast on the starting line. Adjust the size of the playing area according to the skill and the number of players.

Playing Rules—

1. At a signal from the leader, the Witch turns and starts walking away from the group, impersonating a Witch by stooping, limping, and so forth.
2. The Children continue chanting until the Witch turns suddenly, points to one of them, and says, "Whose child you?"
3. The Child to whom she points may answer any name he chooses, such as, "Mrs. Reena," "My Mother's," etc.
4. Unless the Child answers by saying, "Yours!" the Witch turns and continues limping away, and the Children again take up their chant.
5. This procedure continues, the Witch turning at intervals and asking any one of the Children the same question, until it is answered with "Yours!" The Witch thereupon attempts to tag as many Children as possible before they

can cross the starting line. If a player crosses a side line to avoid being tagged, he is considered as having been tagged.

6. The Children who are tagged are eliminated from the game and take positions at the side of the playing area.

7. The Children who are not tagged return to the starting line; the Witch takes her place in front of the group; and the game continues as before.

8. When the Witch has chased the Children three times, she says," I have had three turns, and I have tagged [so many] Children. I choose [so-and-so] to be the Witch." The new Witch must be chosen from those who were not tagged. If all of the Children were tagged, the last Child to be tagged becomes the next Witch.

9. The new Witch takes her place in front of the group; the Children, including those who were tagged and the original Witch, take positions on the starting line and the game continues as before.

10. At the end of the playing period, the Witch who has caught the greatest number of Children in any set of three turns is declared the winner.

(Note—The Witch should permit the Children to complete their chant the first time before asking, "Whose children are you?" If, however, an answer other than "Yours!" is given, she need not wait until it is completed before asking her question the second time.)

OVER HEAD

(GRADES 2-4)

Players — Not more than eight

Equipment — One volleyball or beanbag

Object —

1. For the players other than the Thrower to become the Thrower by catching the ball before it touches the ground.

2. For the Thrower to toss the ball back over his head in such a way that the other players have an opportunity to catch it.

Space and Formation — One player, selected by the leader to be the Thrower, is given a ball. This player stands with his back to the other players about ten to fifteen feet in front of the group. The other players may stand anywhere behind the Thrower.

Playing Rules—

1. At a signal from the leader, the Thrower tosses the ball back over his head high enough into the air that all players will have an opportunity to catch if before it touches the ground.
2. When the ball has been tossed into the air, the players, other than the Thrower, attempt to catch it on the fly.
3. Should a player catch the ball, he becomes the Thrower and takes his place in the Thrower's position. The original Thrower joins the other players.
4. If no one catches a ball which has tossed, any pllayer may recover it and return it to the Thrower. When the Thrower has tossed the ball three times, and it has not been caught, he says, "I have had three turns, and I choose (so-and-so) to be the Thrower."
5. The game continues in this way until the end of the playing period.

OVER THE TOP

(GRADES 4-6)

Players — Not more than eight

Equipment — None

Object —

1. For the *It*, when "Over the top" has been called, to tag as many of the players as possible before they can run across the opposite end line.
2. For pllayers other than *It*, when the signal to run has been given, to cross the opposite end line without being tagged.

Space and Formation — Mark off a rectangullar playing area with boundary lines approximately 40 feet long and 25 feet wide. The long lines are the side lines and the short lines are designated as end lines. One player, who is select to be *It*, takes a position in the centre of the playing area. The other players are divided into two groups. One group takes a position behind one of the end lines and the other behind the opposite end line.

Playing Rules—

1. At a signal from the leader, the *It* calls "Over the top," where upon all players must run and attempt to cross the opposite end line before the It can tag them.
2. Players who are tagged stand to one side of the playing area until everyone has been tagged or has safely crossed the opposite end line.
3. Should a player run out-of-bounds to avoid being tagged, he is considered as having been tagged.
4. When all players have either been tagged or have safely crossed the opposite end line, those who have been tagged form a "tagging line" for the next play; i.e., the first player who was tagged takes the hand of *It*, the second player who was tagged takes the hand of the first and so on.
5. When the "tagging line" has been formed and the other players are ready, the *It* again calls, "Over the top."
6. This time in tagging, all players in the "tagging line" aid the *It*. However, only *It* and the player at the opposite end of the line (the last player tagged) have a free hand with which to tag, and the line may not be broken.
7. No player shall be considered as having been tagged if the "tagging line" is not intact at the time he was tagged.
8. The game continues in this way until the *It* has had three turns, whereupon he says, "I have had three turns and I have caught (so many) players. I choose (so-and-so) to be *It*." The new *It* must be chosen from those who have not been tagged or, if all have been tagged, the last one tagged shall be the new It.
9. The new *It* takes his place in the centre of the playing area; all other players, including those who have been tagged and the original *It*, take positions behind either end line, and the game proceeds as before.

POISON

(GRADES 5-6)

Players — Not more than eight

Equipment — One stick (broom handle) approximately shoulder high on the smallest player

Object —

1. For players to eliminate each other from the game by causing the other players to knock down the stick.
2. For a player to avoid knocking down the stick.
3. For a player to win by remaining in the game until all other players have been eliminated.

Space and Formation — All players join hands and from a circle around the stick (which represents a poisoned stick). The stick is sha rpened on one end so it can be pushed into the ground. When playing indoors the stick should be fastened to a small block of wood so it will stand upright. In either case, the stick should be so arranged that is easily knocked down when a player's body contacts it.

Playing Rules—

1. At a signal from the leader, the players pull each other by the hand toward the stick attempting to force some player to knock it down. At the same time, each player tries to avoid being pulled close enough to the stick to be in danger of knocking it down.
2. If any player knocks down the stick he is eliminated from the game and must stand to one side of the playing area so as not to interfere with the game.
3. The leader then places the stick in an upright position, and the remaining players again join hands and from a circle around it.
4. At a signal from the leader, play begins again, and continues in the above manner until all but one player have been eliminated. This player is declared the winner of that game.
5. If, when play is in progress the circle is broken, the player on either side of the "break" is eliminated.

6. At the conclusion of each game, all players, including those who were eliminated, join hands forming a new circle around the stick, and a new game begins.

7. Play continues in this way until the end of the playing period.

(Note— If, when all but two players have been eliminated, neither has won after a reasonable length of tine, both may be declared winners.)

PUSSY WANTS A CORNER

(GRADES 2-4)

Players — Not more than eight

Equipment — Bases for all but one of the players

Object —

1. For Pussy to secure a "corner."
2. For players to change "corners" without losing their "corner" to Pussy.

Space and Formation — One player, selected to be Pussy, takes a position anywhere in the playing area, All other players take positions on bases which are scattered about the area. Adjust the distance between bases according to skill of the players.

Playing Rules—

1. Pussy begins the game by going to a player on a base and saying, "Pussy wants a corner." The player answers, "Go to my nextdoor neighbour."
2. Pussy continues to go from one player to another. As he does, other players exchange bases whenever they dare risk a change.
3. Pussy attempts to get on any base vacated by another player.
4. When Pussy secures a vacant base, the player left without a base becomes the new Pussy and the game continues as before.
5. A Pussy may at any time call," Change corners," whereupon all players must change to another "corner."

RED LIGHT

(GRADES 3-5)

Players — Not more than eight
Equipment — None
Object —

1. For the Counter to detect anyone moving after the signal to stop has been given.
2. For the other players to become the Counter for the next game by being the first to legally cross the finish line.

Space and Formation — In the playing area, mark off a starting line about 20 feet long. Thirty to forty feet in front of and parallel to this line, mark off a finish line. One player selected to be the Counter, takes a position behind the finish line and the other players take positions abreast and behind the starting line, facing the finish line. Adjust the distance between the lines according to the skill of the players.

Playing Rules—

1. At a signal from the leader, the Counter starts the game by turning his back to the other players. After he has turned his back, he may at any time say," Green light one, two, three, four, five, red light." After saying, "Red light," he may turn and face the other players.
2. Players may advance at any time. However, if the Counter legally detects a player moving, he calls the name of that player, and the latter must return to the starting line and begin again. A player is considered as moving if his feet are moving in any direction.
3. The Counter may turn and detect a player moving at any time except when he has said," Green light" in which case he must count to five and say," Red light," before turning.
4. The Counter is not considered as having started to count until he has turned his back to the group and said " Green light"; i.e., players who move before the Counter has said,"Green light," are eligible to be sent back to the starting line if detected.

5. Should the Counter, after he has started counting, turn and attempt to detect players moving before he has finished saying, "Red light," all players must stop and are entitled to remain at the point to which they have advanced; i.e., no one is eligible to be sent back to the starting line.

6. The first player to legally cross the finish line is declared the winner for that game and becomes the Counter for the next game.

7. Play continues in this way, a new game being started each time a player legally crosses the finish line, until the end of the playing period.

RED ROVER

(GRADES 2-4)

Players — Not more than eight
Equipment — None
Object —

1. For the *It* to tag all of the players whose names he has called before they can cross the opposite end line.

2. For the players, other than *It*, when their names have been called, to run across the opposite end line without being tagged.

3. To see which *It* can tag the greatest number of players.

Space and Formation — Mark off a rectangular playing area 30 to 40 feet long and 20 to 30 feet wide. The long boundary lines are called side lines and the short lines are designated end lines. One player, selected to be *It*, takes a position in the centre of the playing area. The other players take positions on one of the end lines facing the *It*. Adjust the size of the area according to the skill and number of players.

Playing Rules —

1. At a signal from the leader, the *It* calls," Red Rover, Red Rover, let [so-and-so] come over." Whereupon those players whose names are called run toward the opposite end line, and the *It* attempts to tag them before they can

cross it. As soon as a player's name has been called he is eligible to be tagged; i.e., he may not remain on the end line awaiting an opportunity to run without liability of being tagged.

2. All players who are tagged stand to one side of the playing area. If a player crosses either side line to avoid being tagged, he is considered as having been tagged.

3. If a player succeeds in crossing the end line to which he is running, without being tagged, he is safe and remains on that end line until the new It is chosen.

4. When the players whose names were called have safely crossed the opposite end line or have been tagged, the It takes his place in the centre of the playing area and calls one or more of the remaining players in the same manner. On the third and last call or turn, the *It* must say "Red Rover, Rod Rover, let everybody come over."

5. When the *It* has had three turns, he says, "I have had three turns, and I have tagged (so many) players, I choose (so-and-so)to be *It*." The new It must be chosen from the players who have not been tagged. If all have been tagged, the last player to be tagged shall be the new *It*.

6. When the new *It* has been chosen, he takes his place in the centre of the playing area. The other players, including those who were tagged and the original *It*, take positions on the nearest end line, and the game continues as before.

7. At the end of the playing period, the *It* who has tagged the greatest number of players in any set of three turns is declared the winner.

RING TOSS

(GRADES 4-6)

Players — Not more than eight

Equipment — Six beanbags

Object —

1. For the player to toss the beanbag in such a way that it comes to rest wholly within the ring, thus scoring one point for his team.

2. For a team to win the game by scoring more points during the playing period than the opponents.

Space and Formation — Mark off a starting line about 20 feet long. The players are divided into two equal teams and line up single file behind their respective starting lines. The first player on each team is given three beanbags. Fifteen to 20 feet in front of each team's starting line mark off a circle (or square) having a diameter of two to three feet. Adjust the distance between the starting lines and the circles and the diameter of the circles according to the skill of the players.

Playing Rules —

1. At a signal from the leader the first player on each team tosses his beanbags, one at a time, toward then ring. When the players have finished their three throws they go and stand by their beanbags until the scorekeeper has announced their scores. The players then pick up their beanbags, return them to the next player on their team and go to the end of their line.
2. As soon as the score has been recorded, the second player on each team begins tossing his beanbags. Play continues in this way until the end of the playing period.
3. Each beanbag which comes to rest wholly within the ring scores one point.
4. The team which has the greatest number of points at the end of the playing period is declared the winner.

(Note — If there is an even number of players the leader shall play and act as scorekeeper. If there is an odd number in the group the leader may either stay out of the game and keep score or appoint someone else to do so.)

SAFETY ZONES

(*GRADES 3-6)*

Players — Not more than eight
Equipment — Three bases (safety zones)
Object —

1. For It to tag any player who is not on a base (safety

zone).

2. For players, other than It, to keep from being tagged by stopping on a base or by running in an attempt to elude It.

Space and Formation — Mark off with boundary lines a square playing area approximately 40 feet on each side. Scatter three bases (safety zones) about the area if there are five or more players.

One player, selected to be It, takes a position on any boundary line. The other players may take any position they choose inside the playing area. Adjust the size of the playing area according to the skill and the number of players.

Playing Rules—

1. When the leader says," Go!" It given chase and attempts to tag any player except those legally standing on a base.
2. When It legally tags a player the two change places; i.e., the player tagged becomes *It*. The new *It* may not tag the player who tagged him.
3. A player may not be tagged while standing on a base. If, when a base is occupied, another player runs on the base, the first occupant must leave. He is eligible to be tagged whether he leaves the base or not. If two players touch base at the same time neither player is entitled to occupy the base.
4. If a player runs out-of bounds to keep from being tagged he automatically becomes It.
5. The game continues in the above manner until the end of the playing period.

(Note— *It* should disregard players who are obviously making little or no attempt to keep to keep from being tagged.)

SNAKE TAG

(GRADES 4-6)

Players — Not more than eight
Equipment — None
Object —

1. For the It to tag the Last Player in the line.
2. For the other players to prevent It from tagging the Last player.

Space and Formation — All players, except the one selected to be *It*, form a line (Snake) by placing both hands lightly on the shoulders of the player directly in front of him. The first player in the line is known as the First Player while the last one is referred to as the Last Player. The It takes a position ten feet in front of and facing the First Player.

Playing Rules—

1. At a signal from the leader, the *It* starts running around the line, attempting to tag the Last Player. The other players try to prevent the *It* from tagging the Last Player by moving together in such a way that their line stays between the *It* and their Last Player.
2. When the *It* succeeds in tagging the Last Player, he becomes the Last Player and takes his place at the end of the line. The First Player then becomes the new *It* and takes his position in front of and facing the Snake. When the new line is ready, the leader signals to the *It* and play begins as before.
3. Each player in line must keep his hands on the shoulders of the player in front of him. If any player "breaks" the line by letting go, he must go to the end of the line.
4. Play continues in this way, the *It* taking his place at the end of the line each time the Last player is tagged, and the First player becoming the new *It*, until the end of the playing period.

(Note—The First Player in line should be taught to follow the *It* as he attempts to run around the head of the line, since this keeps the line between the *It* and the Last Player.)

SQUARE DODGE BALL

(GRADES 4-6)

Players — Not more than eight

Equipment — One volleyball

Object —

1. For a Thrower to become a Centre Player by hitting a Centre player below the waist with a fly or bouncing ball.
2. For a Centre Player to remain in the centre as long as possible by dodging balls which are thrown at him.

Space and Formation — Mark off a square playing area with boundary lines 18 to 25 feet on each side. The leader selects four players to be Throwers. They take positions,one behind each of the four boundary lines. One of the Throwers is given a ball. The remaining players are designated as Centre Players and take positions anywhere within the playing area. Adjust the size of the playing area according to the skill of the players.

Playing Rules —

1. On a signal from the leader, the Thrower with the ball attempts to hit a Centre Player or passes it to another Thrower. The ball must be thrown from behind a boundary line to constitute a legal throw. A Thrower may not run with the ball in his possession when he is behind his boundary line.
2. If a legally thrown ball hits a Centre Player below the waist, either on the fly or bounce, that player becomes a Thrower and changes places with the player who threw the ball.
3. Centre Players may run anywhere within bounds to avoid being hit by the ball. If a Centre Player steps over a boundary line or stops the ball with his hands or upper part of the body (by stooping, squatting, etc.) to avoid being hit below the waist, he is considered as having been hit, and changes places with the player who last threw the ball.
4. A ball which crosses a boundary line or comes to rest within the playing area must be recovered by the nearest Thrower, who puts it in play from behind his boundary line.
5. Play continues in the above manner until the end of the playing period.

(Note — Throwers should be encouraged to pass the ball back and forth until one has a reasonable chance of hitting a Centre Player.)

STRIDE BALL

(GRADES 5-6)

Players — Not more than eight
Equipment — One volleyball
Object —

1. For a player to bat the ball in such a way as to cause it to pass between the legs of another player.
2. For a player to prevent the ball from going out of the circle between his legs.

Space and Formation — All players form a circle facing the centre. Each then spreads his legs as far as possible until his right foot touches the left foot of the player on his right. A ball is placed on the ground in front of one player.

Playing Rules—

1. On a signal from the leader, the player with the ball attempts to bat it between the legs of another player.
2. Players try to prevent the ball from going between their legs by batting it toward another player. Play continues in this way until the ball passes outside the circle.
3. One point is scored against a player if the ball passes between his legs or between him and the player on his right,provided it passes below his knees.
4. If the ball goes out of the circle above the knees of the players, no point is scored. The player on whose right it passed retrieves the ball and puts it in play as at the beginning of the game.
5. A player may not shift his feet, bend his knees, or squat down to keep the ball from going between his legs.
6. At the end of the playing period the player having the fewest points scored against him is declared the winner.

(Note — When a ball is batted above the knees, it should be caught, placed on the ground and put into play as at the start of the game.)

TEN TRIPS

(GRADES 4-6)

Players — Not more than eight

Equipment — Two volleyballs, one base (mat) for each player

Object —

1. For the players of a team to pass the ball around to each member in turn as quickly as possible.
2. For a team to win the game by being the first to complete ten legal "Trips".

Space and Formation — The players are divided into two equal teams. The players form a circle 20 to 30 feet in diameter and each is given a base to stand on. They arrange themselves on the circle so there is an opponent on either side of them. Two opposing players directly across the circle from each other are designated as the "Number One" players on each team and are given a ball. The remaining players on each team are numbered consecutively, moving counter-clockwise around the circle. Adjust the diameter of the circle according to the skill and the number of players.

Playing Rules—

1. When the leader gives the signal, the player Number One on each team passes the ball to his player Number Two; player Number Two throws the ball to his Number Three player; the ball continues to be passed in this order until the Number One player again receives the ball, thus completing one "Trip."
2. When the Number One player catches the ball at the end of one complete "Trip" he shall call out, "One," and immediately start the ball on its second "Trip." The Number One player continues to call the number of completed trips time he receives the ball.
3. The first team to complete ten legal "Trips" is declared the winner of that game; i.e., the team whose Number One player first calls, "Ten," and holds the ball above his head

is the winner.
4. A player may leave his base to retrieve a ball thrown to him but he must have at least one foot on his base before throwing to the next player. Penalty; Disqualification of his team for that particular game.
5. The team winning the most games during the playing period is declared the winner.
(Note — If there is an even number of players the leader shall play and act as referee. If there is an odd number in the group the leader may either stay out of the game and referee or appoint someone else to do so.)

TIMER

Players — Not more than eight
Equipment — None
Object —
1. For a player to guess the time of day the It has chosen and to tag the It before he crosses the starting line.
2. For the player who is It to run to a designated line and back to the starting line without being tagged by the player who guessed the time of day.
Space and Formation — Mark off a playing area, 25 to 30 feet long and 20 feet wide, with boundary lines. The long lines are called side lines and one of the short lines is designated as the starting line. The opposite end line is referred to as the "Timer's Line." All players, except the one selected to be It, take positions on the starting line facing the "Timer's Line."The It stands in front of a player at one end of the starting line. Adjust the size of the playing area according to the skill and the number of players.

Playing Rules—
1. At the start of the game, the *It* decides on an hour of the day, for example, "Three o'clock." He steps in front of the player at one end of the line and asks," What time is it?" The player asked makes a guess, for example," Nine o'clock." Since this is the wrong guess the *It* repeats the

question to the next in line. This procedure continues until the correct time is guessed.

2. When a player guesses the correct time, *It* runs to the "Timer'a Line," touches it and attempts to return to the starting line without being tagged by the guesser.

3. The player who makes the correct guess chases the *It* and attempts to tag him before he crosses the starting line. It is not necessary for the chaser to touch the "Timer's Line."

4. If the *It* succeeds in running to the "Timer's line' and then crosses the starting line without being tagged he may be *It* again. If the chaser succeeds in tagging the *It,* he becomes *It* for the next game.

5. If the *It* runs out-of-bounds to avoid being tagged, he is considered to have been tagged.

6. The game continues in this manner with the *It* making a new choice in the time of day. He begins the guessing with the person next in line to the one who made the last correct guess.

Note— Although it is not necessary that the time of day be always on the hour, there must be an understanding as to which part of the hour shall be used, that is, some limitation on possible times should be made so either quarter hours, half hours, or hours can be used. If the It has not been caught following three correct guesses, he should choose some player who has not been *It* to be the next *It*.

TREASURE ISLAND

(GRADES 4-6)

Players — Not more than eight

Equipment — One beanbag

Object —

1. For the *It* to tag and thus eliminate players who attempt to secure the "Treasure" (beanbag).

2. For a player who is not *It* to become the next *It* by securing the "Treasure" and running across any one of the four boundary lines before being tagged.

Space and Formation— Mark off a playing area, about 20 feet square, with boundary lines. In the centre of the area, mark off a square six feet on each side and designate this as the "Island." In the centre of the "Island" place a beanbag (the "Treasure"). One player, selected to be *It*, takes a position near the "Island." The other players take positions anywhere behind the four boundary lines. Adjust the size of the playing area and the "Island" according to the skill of the players.

Playing Rules—

1. After the signal to begin has been given by the leader, players may run into the playing area and attempt to secure the "Treasure" at any time. They may run across a boundary line to escape being tagged and again re-enter the area as many times as they wish.
2. As the players enter the playing area the *It* attempts to tag them. If he succeeds in tagging a player in the playing area, that player is eliminated and must take a position outside the boundary lines.
3. If a player secures the "Treasure" and successfully crosses a boundary line with it before being tagged, he becomes the *It* for the next game.
4. When the *It* succeeds in tagging all but one of the players before the "Treasure" is captured, i.e., carried safely across a boundary line, the player left becomes the new *it*
5. In guarding the "Treasure" the *It* may not step on or run across the "Island" until a player has secured possession of the "Treasure." Should he violate this rule in tagging a player,the latter is not considered to have been tagged.

TWO DEEP

(*GRADES 3-6)*

Players — Not more than eight

Equipment — One base (mat) for each Baseman

Object —

1. For the Runner to keep from being tagged by legally

occupying a base.

2. For the Chaser to become the Runner by tagging the player being chased before the latter can safely occupy a base.

Space and Formation—Mark off a square playing area,30 to 40 feet on each side, with boundary lines. All players, except the two selected to be the Chaser and the Runner, take positions on their bases and are designated as Basemen. The bases are scattered about the playing area. The Chaser and the Runner take positions on opposite sides of the area. Adjust the size of the playing area according to the skill and the number of player.

Playing Rules—

1. At a signal from the leader, the Chaser attempts to tag the Runner before the latter can safely occupy a base. To legally occupy a base, a Runner must stop on the base in front of the Baseman. A Runner may run anywhere within the playing area and may stop on any base.

2. Should a Runner run out-of-bounds or be tagged he becomes the Chaser and the former Chaser becomes the Runner.

3. If the Runner succeeds in legally occupying a base, the Baseman occupying that base becomes the Runner and is eligible to be tagged by the Chaser.

4. A Runners may not return to the base which he occupied prior to his becoming the Runner.

5. The game continues in the above manner until the end of the playing period.

(Note—The Runner should be encouraged to occupy a base and thus give the Basemen more opportunities to play and be chased.)

CHAPTER — 3

LARGE GROUP PLAY

Large group play is the phase of the programme which utilizes active low organisation games that are best played by groups of more than eight children. It is included in the programme because children enjoy playing in large groups and seldom have an opportunity to do so outside of school. It also provides valuable experiences in leadership and followership. In fact, its major concern is the social development of children. But like small group play, its chief contribution to physical skill development is in the area of general rather than specific skills.

Careful selection of activities, the use of appropriate procedures in conducting the programme, and skillful guidance are just as necessary in this as in any other phase of the programme. Helping children develop socially is one of the most challenging tasks the school faces. Large group play provides an excellent laboratory for social development because of the large number of children playing in a group.

SELECTION AND GRADE PLACEMENT OF ACTIVITIES

Not every game that is best played in a large group is suitable for large group play. Those which closely resemble team games or are specifically related to team games should be used in that phase of the programme. Many less active large group games are best used in the classroom games phase.

A number of large group games interest children of various ages and hence, may be used successfully at several different grade levels.

PROCEDURE FOR LARGE GROUP PLAY

Large group play is used most effectively at the end of the small group play period. Like small group play, it is planned in the classroom. Since many games of this type are best played by from ten to fifteen players, usually the class will play in two groups. However, the two groups ordinarily play the same game. The game may be selected either by the teacher or the children, but in either case leaders are selected and go with the small group leaders to get equipment. This equipment is placed to one side of the playground until time for the large group play.

On the playground, five to ten minutes before the end of the period, the small group games are stopped and the leaders are asked to put their equipment to one side. While they are doing this, the large group leaders get their equipment ready. The children then go to the large group games.

They may be allowed to go to the leader of their choice and line up in front of him, as they did for the small group games. Another method, and perhaps a more effective one, since the same game is usually being played by both groups, is for all of the children who have been playing in two of the small group games to go to one of the leaders of the large group game, and for those who have been playing in the other two groups to go to the other leader. Since ordinarily only one game is played, the children do not change games.

Occasionally, there will be an obvious division of interest between two games. Approximately half of the group desire one game and the others indicate a strong interest in another game. When this occurs, the two games might be chosen and the children permitted to go to the game of their choice. If this is done, group limits should be set just as is done in small group play. Otherwise children may change their choice when they see friends going to the other game and cause one game to have too many and the other too few. Of course, setting limits may prevent some children from playing the game which they have chosen. This is not undesirable, however, provided it does not happen too frequently to the same child.

Experience has shown that children enjoy large group play best when it is used at the end of a small group play period. However, there are times when a group will indicate a desire to have large group play for the entire period. This usually occurs when the children have just learned a new game that is particularly interesting to them. When this occurs they should be permitted to have the full period for large group play. They may choose one game which can be played by the entire class, one game that is best played in two groups, or two different games. If they select two different games, they should be expected to decide whether a change of games will be made at midpoint in the period of whether players will remain in the game of their choice throughout the period.

As in the case of small group play the leaders are responsible for equipment. At the end of the large group play, all leaders should put away the equipment for their games. The class then returns to the classroom.

SUGGESTIONS FOR TEACHING LARGE GROUP PLAY

In much of large group play the teacher can be near the children as they play because only one or at most two groups are playing at one time. However, since the major purpose is to help children in their social behaviour, the same care in methodology is needed in this phase that is needed in small group play. In fact, if care is not exercised the teacher will find himself solving social problems for the children simply because he is present when the problems arise.

The teacher should give the leader an opportunity to lead his large group game just as he is forced to do in small group play, because the teacher cannot be in two places at once. If the leader is not permitted to direct the game, the increased opportunities for leadership and followership, which the large number of players affords, are lost. This is not to say that the teacher should not offer suggestions and advice. The fact that he can be near the players places him in a strategic position to suggest standards of behaviour. But he should neither impose these standards upon the children nor permit the children to reach the point where they depend upon him for suggestions.

Since the teacher is near the players more often in large group play than he is in directed play or small group play, he perhaps has a better opportunity in the former to help with the development of general physical skills. A suggestion to "step forward with the left foot when throwing with the right hand,"shift the weight from the back to the front foot as you throw,"or "run on the balls of the feet" as children perform incorrectly may be all that is needed to correct their performance of skills.

The same regulations as used in small group play concerning the handling of equipment, the use of signals, and respect for the rights of others should be followed in large group play. These should become habitual modes of behaviour in play.

DESCRIPTION OF ACTIVITIES

The activities are described on the following pages in alphabetical order. the grade levels at which they are best used, the number of players and equipment needed as well as the object of the game, space and formation, and playing rules are given. Distances given are approximate and should be varied to suit each group.

BEANBAG ON THE HEAD RELAY

(GRADES 4-6)

Players — Ten to thirty

Equipment — One beanbag for each team

Object —

For a team to win by having the lowest score.

Space and Formation — Mark a starting line about 20 feet long and a turning line about 30 feet away from and parallel to the starting line. Arrange the players in teams of equal numbers. Have the players in teams face the starting line, one behind the other. Give the first player on each team a beanbag. Have the first runners place the beanbags on their hands.

Playing Rules —

1. On the command "Go" the first player on each team runs to the turning line, touches it, and returns to the starting line.
2. The second player in line removes the beanbag from the head of the first player (who then goes to the end of the line), places it on his own head, and follows the same procedure.
3. This continues until all players have run.
4. When the last player on team has returned to the starting line, the first player in the line takes the beanbag from his head and raises it overhead to indicate that his team has finished. The first team finishing is awarded one point, second team two points, and so on.
5. No player may touch the bean bag with his hands while he is running. If the beanbag slips or falls off a player's head,he must stop until he has replaced it before continuing to run.
6. If a player fails to run to the designated point, starts from in front of his starting line, hands the beanbag to the next one in line, or touches the beanbag while running, it is a foul and a point is scored against his team.
7. When all teams have finished, fouls are added to finishing positions and the team with the lowest score is declared the winner. (Note-It is desirable to have a child serve as Judge for each team to call fouls.)

BOMBARDMENT

(GRADES 5-6)

Players — Ten to thirty

Equipment — Twelve to eighteen clubs, four volleyballs

Object —

1. For the players standing back of the base line to knock down their opponents' clubs by rolling the ball at them.
2. For the two players guarding the clubs to prevent their pins from being knocked down by intercepting all balls rolled by their opponents.
3. For a team to win the game by being the first to knock down all but one of the opponents' clubs.

Space and Formation — Mark off two 30-foot base lines, parallel to each other and about 45 feet apart. Mark a centre line to divide the space in two. Divide the group into two teams and designate one player on each team as its Guard. Have the members of each team line up abreast behind and facing their base line. Have the Guard for each team stand in the centre of the team's half of the playing space; the Guards face each other. Place an Indian club in front of each of the players at the base lines. Give a volleyball to two players on each team.

Playing Rules —

1. On the command "GO" the players holding the volleyballs roll or throw them the length of the playing area in an attempt to knock down the opponents'pins
2. The two Guards try to intercept the balls thrown or rolled by their opponents. A Guard may use his hands, feet, or body in stopping the balls.
3. A Guard may retrieve and pass to his teammates any balls which stop between the centre line and his team's base line, but a Guard may not cross the centre line at any time.
4. Players behind the base lines may not cross the base line and enter the field of play at any time during the game. These players may retrieve out-of-bounds balls, but must return to their position back of their base line before rolling or throwing at their opponents' pins.
5. A pin knocked over, regardless of the manner in which at fell, may not be set up again during the game.

6. The team which first succeeds in knocking over all but one of its opponents' pins is the winner.
7. If a player violates any rule, his team is penalised by having one of its pins knocked down.

BOUNDARY BALL

(GRADES 3-4)

Players — Twelve to eighteen
Equipment — One volleyball
Object —
1. For a player to score a point for his team by throwing the ball across the opponents'and line.
2. For players to prevent the opponents from scoring by intercepting the ball before it crosses their own end line.
3. For a team to win the game by scoring more points than the opponents.

Space and Formation — Mark off an area 30 by 60 feet, divided by a centre line, and bounded by side lines and by end lines. Divide the group into two teams. Each of the team members takes a position anywhere within his team's half of the playing area. One player near the centre line has the ball. The size of the playing area may be adjusted according to the skill of the players.

Playing Rules—
1. On signal, the player with the ball tries to throw it over the opponents' end line, making certain it hits the ground once within the opponents' territory. If successful the throwing' team scores one point.
2. If the opposing players intercept the ball before it crosses their end line, they attempt to throw it across the opposite end line. The ball must bounce once within the opponents' playing area.
3. Players may pass the ball to any teammate who is in a more advantageous position to score. Any number of passes may be made but a player may not take more than one step while in possession of the ball. If he does, play stops and the ball is given to the opposing team.

4. When a ball crosses a side line, it is awarded to the opponents of the player who last touched the ball before it went out of bounds.

5. After a score has been made, the ball is put into play, as at the start of the game, by a player of the team scored upon. Play continues in this manner until the end of the playing period. The team with the highest score is declared the winner.

CAT AND MICE

(GRADES 1-2)

Players — Twelve to thirty

Equipment — None

Object —

1. For the Cat to tag all of the Mice as quickly as possible.
2. For a Mouse to become the Cat by being the last one to be caught.

Space and Formation — Ask the majority of the players to form a large circle, all facing centre. Designate one player as Cat; this player takes his place anywhere outside the circle. Designate four to seven players, depending upon the size of the group, as Mice; these players scatter within the circle. The size of the circle may be adjusted according to the skill of the players.

Playing Rules —

1. When the leader says," Here come the Cat," the Cat runs into the circle and attempts to tag the Mice.
2. As each Mouse is tagged, he takes his place on the circle. The Mouse which is tagged last becomes the Cat for the next game.
3. A new group of Mice is chosen and the game proceeds as before with every player having a chance in turn to be a Mouse.
4. If a Mouse, to keep from being tagged, runs outside the circle, he is considered as having been tagged.

CATCH THE CABOOSE

(GRADES 3-4)

Players — Fourteen to thirty
Equipment — None
Object —
1. For an *It* to catch the Caboose of a Train.
2. For the players forming a Train to prevent an *It* from catching the Caboose.

Space and Formation — Select several players to be *Its*; there should be about one *It* for each two Trains. Ask the remaining players to gather in sets of three, each set forming a Train, composed of the Engine(first player), Passenger Car (second player,hands on first player's waist), and Caboose (third player, hands on second player's waist). The Trains scatter about within the playing area. The size of the area should be adjusted according to the skill of the players and the number of Trains.

Playing Rules—

1. On signal, the *Its* attempt to catch a Train by placing two hands on the waist of a Caboose.
2. If an *It* catches a Caboose, the Engine of the Train becomes an *It*, and the previous *It* a Caboose. The new *It* immediately tries to catch the Caboose of another train. Whenever a Caboose is caught, the Caboose moves up to Passenger Car and the Passenger Car becomes the new Engine.
3. The Trains may move about freely in the playing area and the players should cooperate to prevent the *Its* from catching the Caboose.
4. If the Passenger Car or Caboose of the Train lets go of the player in front while attempting to avoid an *It*, the latter is considered to have caught the Caboose and the Engine becomes the new *it*.
5. Play continues in this manner until the end of the playing period.

CROWS AND CRANES

(GRADES 4-6)

Players — Twelve to thirty
Equipment — None
Object —

1. For the players on the side whose name has been called to run across their own base line before being tagged by an opponent.
2. For the players of the side whose name has not been called to tag as many of their opponents as possible before they can cross their base line.
3. For a side to win the game by tagging all the players on the other side or by having the greater number of players at the end of the playing period.

Space and Formation — Mark off an area 45 feet long and 30 feet wide bounded by base lines and side lines and divided by a centre line parallel to the base lines. Divide the group into two sides Crows and Cranes. The members of each group stand abreast near the centre line and facing their opponents. The leader stands outside the area, at the centre line.

Playing Rules—

1. When the players are ready, the leader calls out either of these words:" Cr-r-anes" or "Cr-r-ows," dragging out the first part of the word called.
2. The players on the side whose name has been called (Cranes, for example) turn about and run to their base line in an attempt to avoid being tagged.
3. The Players on the side whose name was not called run across the centre line and attempt to tag their opponents before they can cross their base line.
4. The players who are tagged become members of the opposing side. Should a player run across a side line to avoid being tagged he is considered as having been tagged.
5. After all players of the side whose name was called have either crossed their base line safely or have been tagged,

the players of both sides return to positions near the centre line as at the start of the game.

6. The game continues in the above manner until the end of the playing period or until one side has succeeded in tagging all the players on the other side. The side which succeeds in tagging all of its opponents is declared the winner. If at the end of the playing period neither side has succeeded in tagging all of the opponents, the side having the greater number is declared the winner.

(Note — The leader should attempt to equalise the number of times each side's name is called although it is not advisable to alternate in calling Crows and Cranes. To fool the players the leader may call "cr-r-abs" or "cr-r-ickets" in which case neither side runs. However, should a player step across the centre line when this call is made he is considered as having been caught.)

DARE BASE

(GRADES 2-3)

Players — Twelve to eighteen

Equipment — None

Object —

1. For the players who are It to tag as many players as possible.

2. For the Runners to cross the "Dare Base" without being tagged.

3. To see which player, in any one set of three turns at being *It*, can tag the most players.

Space and Formation — Mark off a rectangular area 30 feet long and 15 feet wide. Designate this as the "Dare Base". Then mark off starting lines 15 feet away from and parallel to the long sides of the "Dare Base." Select two players to be *It* and station them within and at opposite ends of the "Dare Base." Divide the remaining players, the Runners, into two groups and station each behind a starting, line,all players facing the base. Adjust the size of the "Dare Base" according to the number and skill of the players.

Playing Rules—

1. When the leader calls "Run," all Runners cross the starting line and try to run through the "Dare Base" without being tagged by either *It.*

2. *Its* try to tag as many Runners as possible, but Runners can only be tagged while crossing the base.

3. Each Runner tagged leaves the game and takes a position outside the base on the side of the *It* who tagged him.

4. Should a player run out-of-bounds in crossing the base, he is considered as having been tagged by the *It* who is playing on the side where he went out-of-bounds.

5. Should a player fail to run across the base when the leader gives the signal, either *It* may count aloud up to ten, at the end of which time the Runner must have attempted to cross the base or be considered as tagged by the It who counted.

6. Runners who succeed in crossing the base without being tagged take positions behind the starting line toward which they were running.

7. When all Runners have either been tagged or have safely reached the opposite starting line, the leader again calls, "Run," and the game proceeds as before.

8. After the signal to run has been given three times, the two players who were *It* say, in turn, "I have had three turns, and I have tagged [so many] players. I choose [so-and-so] to be *It.*" The new *Its* must be chosen from the players who have not been tagged. If all have been tagged, the last two players to be tagged shall be the new *Its.*

9. When the new *Its* have been chosen, they take their places at opposite ends of the "Dare Base." The other player, including those who were tagged and the original *Its*, take positions behind the starting lines as at the beginning of the game, and play continues as before.

10. At the end of the playing period, the *It* who has tagged the greatest number of players in any set of three turns is declared the winner.

DOG CATCHER

(GRADES 2-3)

Players — Twelve to eighteen
Equipment — None
Object —

1. For the Dog Catcher to tag as many Dogs as possible in his three turns.
2. For the Dogs to avoid being tagged by the Dog Catcher as they cross to the other "Kennel."

Space and Formation — Mark off a playing area 30 feet long and 20 feet wide, bounded by side lines and end lines. Designate the area behind each end line as a "Dog Kennel." Mark off an area 10 feet by 5 feet parallel to and outside one of the side lines. This area, which is equidistant from each of the end lines,is designated as the "Dog Pound." The size of the playing area should be adjusted in accordance with the number and the skill of the players. One player selected to be the Dog Catcher takes a position in the centre of the playing areas. The other players, known as Dogs, take positions in one of the "Kennels" behind either end line.

Playing Rules—

1. The group selects the names of three kinds of dogs and each player decides in his own mind which kind he will be.
2. The Dog Catcher calls the name of one of the kinds of dogs selected and the player representing that dog attempt to cross to the "Kennel" at the opposite end of the playing area before being tagged by the Dog Catcher.
3. All Dogs who are tagged before reaching the opposite "Kennel" must go to the "Pound" and remain there until the end of the game, i.e., until a new Dog Catcher has been chosen.
4. The Dog Catcher now calls the name of another dog and the game continues as before.
5. When all the dogs have been called, the Dog Catcher says, "I have had three turns and I have caught (so many)

Dogs. I choose (so-and-so) to be the next Dog Catcher." The new Dog Catcher must be chosen from those who have not been caught, or, if all have been tagged, the last one tagged becomes the Dog Catcher for the new game.

6. If a Dog runs out-of-bounds to avoid being tagged, he is considered as having been tagged and must take his place in the "Pound."

7. For the new game the Dogs, including those who were caught in the first game and the original Dog Catcher (who takes the name of the dog the new Dog Catcher originally represented), start from the new "Kennel."

8. Play continues in this way, with a new game being started each time a new Dog Catcher is chosen. At the end of the playing period, the Dog Catcher who has caught the most Dogs in any one set of three turns is declared the winner.

DOUBLE NETBALL

(GRADES 5-6)

Players — Fifteen to thirty

Equipment — Two volleyballs, one volleyball net

Object —

1. For the team in possession of a ball to throw it over the net in such a way as will cause the ball to hit the ground within the opponents' court.
2. For a team to prevent a ball from hitting the ground within their own court by catching it.
3. For a team to win the game by having fewer balls hit the ground within their own court than hit the ground within their opponents' court during the playing period.

Space and Formation — Mark off or use a volleyball court 40 to 60 feet long by 20 to 30 feet wide. The net which extends from side line to side line bisects the court into two equal playing areas. The net should be approximately seven feet high. The size of the playing area and the height of the net should be adjusted in accordance with the number and the skill of the players. The players are divided equally into two teams and takes positions on opposite sides of the net. The players on each team are arranged in two or three lines across the court depending upon the number of players. The scorekeepers, one from each team, take positions outside their opponents' playing court. The leader of the game shall act as referee and stands outside the area near one of the net posts.

Playing Rules—

1. One player on the back line of each team is given a ball and at a signal from the referee he puts it in play by throwing the ball to a teammate or over the net into the opponents' court.
2. The balls continue to be thrown back and forth across the net until the end of the playing period. A team may make any number of passes before throwing the ball over the net.
3. When a ball hits the ground within bounds, regardless of who last threw the ball, the scorekeeper on that side of the net records a point for the team on the other side of the net. The ball is then recovered by the nearest player and put in play as before.
4. An out-of-bounds ball is retrieved by the nearest player who puts it in play by a throw-in to a teammate.
5. No player may take more than one step with the ball. (Penalty: one point for the opponents.)
6. A game may consist of one or more playing periods of equal duration. At the close of each playing period the scorekeepers announce the score for their respective teams and the teams change courts.

ELIMNATION DODGE BALL

(*GRADES 3-6)*

Players — Twelve to eighteen
Equipment — One volleyball
Object —

1. For the Throwers to eliminate the Centre Players by hitting them with a legally thrown ball.

2. For the Centre Players to avoid being eliminated by dodging thrown balls.
3. For a Centre Player to win by remaining in the game until all other players have been eliminated.

Space and Formation— Mark off a playing area 20 feet square. Players space themselves equally around the four sides of the square. One player from each side of the square is selected to take a position inside the playing area. These are called Centre Players. The remaining to the number and the skill of the players.

Playing Rules—

1. The ball is given to one of the Throwers who puts it in play by attempting to hit one of the Centre Players below the waist or by passing the ball to another Thrower who is in a batter position to hit one of the Centre Players. A legally thrown ball is one which is thrown by a player standing outside of the square.
2. When a Centre Player is legally hit (below the waist) he goes back to his position on the outside of the square and becomes a Thrower.
3. Play continues in the above manner until there is only one Centre Player remaining. This player is declared the winner for that particular group.
4. After a winner is determined for a group, four other players, one from each side, become Centre Players.
5. When the second group of Centre Players has taken their position inside the square the leader shall give the signal nd the game continues as before.
6. When all players have had a chance to be a Centre Player, the winners of each of the groups take their place within the square and play is started as before.
7. The last Centre Player to remain inside the square after all others have been eliminated is declare the winner of that game.

FARMERS AND CROWS

(GRADES 3-4)

Players — Twelve to thirty
Equipment — Four beanbags for each team
Object —

For a team to win by having the lowest score.

Space and Formation — Mark off a starting line 20 feet long and a turning line parallel to and 25 feet in front of the starting line. The players are divided into equal teams with at least four to a team. (It is preferable to have even-numbered teams.) The players of each team line up in single file behind and facing the starting line. The first player on each team is given four beanbags. Adjust the distance between the starting and turning lines according to the skill of the players.

Playing Rules—

1. At the command, "Go," the first player on each team runs toward the turning line dropping beanbags one at a time. The beanbags must be dropped at least 5 feet apart so the next player cannot pick up more than one at a time. After dropping the last beanbag, the first player continues running until he touches the turning line. He then races back and touches the hand of his second player.
2. When he has been touched, the second player hops to the turning line, turns and hops back, picking up beanbags on the way. He hands them to the next player in the line, who follows the same procedure as the first player.
3. This procedure continues until all the players have had a turn. The first team to complete the relay scores one point, the team placing second scores two points, and so on.
4. It is a foul if a player runs when he should be hopping, picks up more than one beanbag at a time, fails to touch the turning line, or leaves the starting line before his predecessor touches his hand or gives him the beanbags. Each foul adds one point to a team's score.
5. When all teams have finished, fouls are added to the finishing position of each team and the team with the lowest total score is declared the winner.

HOOK-ON

(*GRADE 3-6)*

Players — Ten to eighteen
Equipment — None
Object —

1. For the *It* to avoid being tagged by the Chaser by hooking arms with one of the partners of a Couple.
2. For the Chaser to become the *It* by tagging the latter before he can "hook-on" to a Couple.

Space and Formation — Mark off a playing area 25 to 30 feet square. Adjust the area to the number and the skill of the players. One player selected to be *It* and another selected to be Chaser take positions at opposite ends of the playing area. The other players form Couples by linking arms with a partner and take positions anywhere within the playing area. If there is an even number of players, the leader may play. However, if there is an uneven number of players he should officiate the game and not play, although at times he may exchange places with another player.

Playing Rules—

1. On the signal to begin, the Chaser attempts to tag the *It*. The latter, in order to avoid being tagged, may dodge in and out between the Couples or he may "hook-on" to the free arm of one of the players of a Couple.
2. When the *It* "hooks-on" to a player, the other player of that Couple becomes the It and the Chaser must now chase him.
3. If the Chaser succeeds in tagging the *It*, the latter becomes the Chaser, the Chaser becomes the new *It*, and the game proceeds as before. If the *It* runs outside the playing area to avoid being tagged, he is considered to have been tagged.
4. Play continues in this way until the end of the playing period.
5. Players, upon becoming *It*, should "hook-on" quickly, as

this adds interest to the game. However, if a Chaser has difficulty in tagging the *It* and the latter makes no attempt to "hook-on," the leader should stop play and have the two change place.

PICK-UP RACE

(GRADES 1-2)

Players — Twelve to thirty

Equipment — Approximately three or four wooden blocks (or beanbags) for each player.

Object —

1. For a player to find as many blocks as possible and take them, one at a time, to his team's circle.
2. For a team to win the game by collecting more blocks than any other team.

Space and Formation — In a space at least 40 feet by 70 feet, mark off a starting line at one end of the playing area. Draw circles (or place mats) five feet behind the starting line, one for each team. Divide the players into teams of four, five, or six each. All players stand breast behind the starting line and in front of their circle or mat. Scatter the blocks over the playing area with none closer to the starting line than 30 feet. Adjust the size of the playing area according to the number and the skill of the players.

Playing Rules—

1. On signal, all players run into the playing area, pick up one block each, run back across the starting line, and place the block in their team's circle. As quickly as possible and without a signal, each player then goes back for another block.
2. Play continues in this way, with each player bringing one block to his team's circle and going back for another, until all blocks have been picked up and placed in a circle.
3. The players on each team then count the blocks and the team which has secured the most blocks is declared the winner.
4. If a player brings more than one block at a time, all of

the blocks brought on that turn shall be removed from the game and not counted for any team. It is desirable to have a Judge for each team or one for each two teams.

5. If a player throws a block and it fails to stop in his team's circle, any player may recover it and count if for his team.

(Note—The blocks may be of any size so long as they are not of such a nature as to endanger the players and are easily distinguishable from other objects on the ground or floor.)

PLUG

(Grades 5-6)

Players — Twenty to thirty

Equipment — One volleyball

Object —

1. For the Throwers to eliminate the Plug's Tail by hitting him below the waist with the ball.
2. For the players forming the horse to cooperate in preventing The Tail from being hit.

Space and Formation — Mark off a playing area 20 to 25 feet square. Adjust the area according to the number and the skill of the players. Five players, selected to be the "Plug" (an old broken-down horse), form a line in the centre of the square by locking arms around the waists of the players in front of them. The other players, designated as Throwers, take positions equidistant from each other outside the boundary lines. One Thrower is given the ball.

Playing Rules—

1. On signal, the Thrower with the ball attempts to hit the Plug's Tail (the player at the end of the line) below the waist or pass the ball to a player who is in a more advantageous position.
2. If the ball does not hit The Tail below the waist, it may be recovered by any other Thrower and again thrown at The Tail. Play continues in this way until one Thrower

succeeds in hitting The Tail below the waist with the ball.
3. When The Tail is legally hit, he becomes a Thrower and the player who was in front of him becomes The Tail. The player who made the successful throw takes a place at the head of the line and the game proceeds as before.
4. A Thrower may step into the playing area to recover the ball. However, to legally hit The Tail, the Thrower must be outside the playing area when the ball is thrown.
5. If The Tail, in order to avoid being hit, releases his hold upon the player in front of him, he is considered to have been hit.

POST BALL

(GRADES 5-6)

Players — Ten to eighteen

Equipment — Two volleyballs, one post (mat or base)

Object —

1. For a player to run around the post, continue to the end of the opposing line, and throw the ball to the next player in his line as quickly as possible.
2. For a team to win the game by being the first to complete the relay.

Space and Formation — Mark off two rectangular areas, 15 feet long and 5 feet wide, each about 15 feet apart. Designate these areas as lanes. Place a post 25 to 35 feet in front of and between the two lanes. Divide the players into two equal teams and have the members of each team line up in their lane, single file and facing the post. Give the first player in each line a ball.

Playing Rules—

1. On signal, the first players in each line race with the ball to and around the post. They continue running and enter the rear end of the opposing team's lane. Each player throws the ball across the space between lanes to his second player in line.
2. As soon as the second player of each team catches the ball, he proceeds to run in the same manner as did the

first player, throwing the ball to his third player when he enters the rear end of the opposing team's lane.

3. Play continues in the above manner, with each player running around the post in turn and throwing the ball to the next player on his team. When the last player on each has run around the post and entered the rear end of the opposing lane, he raises the ball above his head to indicate that his team has finished.

4. The team whose last player first enters the rear end of the opposing lane and raises the ball above his head is declared the winner.

5. It is a foul: (a) if a player fails to go around the post in making run; (b) if a player, after catching a ball, fails to cross his starting line; (c) If a player throws the ball before crossing the rear end line of the opposing lane; (d) if a player in making his run fails to run on the outside of the opposing lane. If a player commits a foul, his team is disqualified for that game.

RED, WHITE AND BLUE

(GRADES 5-6)

Players — Twelve to thirty

Equipment — One volleyball

Object —

1. For a player in the centre zone to dodge fly balls thrown by a player in either end zone and to legally hit players in the end zones with the ball.

2. For a player in either end zone to dodge fly balls thrown by a centre zone player and to hit centre player below the waist with the ball.

3. For a team to win the game by having fewer players eliminated than either of the two other teams.

Space and Formation — Mark off a rectangular playing area 45 to 60 feet long and 25 to 30 feet wide. Divide the area into three equal zones lengthwise and designate them as centre zone and end zones. Adjust the size of the area according to the number and the skill of the players. Divide the players into three equal teams, designated as Reds, Whites, and Blues. Assign each team to one of the zones, the players taking positions anywhere within their respective zone. The ball is given to a player in the centre zone.

Playing Rules—

1. On signal from the leader, the player with the ball attempts to hit an opposing player with the ball on the fly and below his waist; or the player pass the ball to a teammate who is in a more advantageous position.
2. If the ball hits an end zone player with the ball on the fly and below his waist, he is eliminated from the game and takes a position outside his playing zone.
3. Players may move around anywhere within their respective zones to avoid being legally hit by the ball. However, if a player runs out of his zone, stoops, or plays a fly ball with his hands to avoid being hit, he is considered as having been hit. End zone players may catch balls on the fly which were thrown by opposing end zone players.
4. When a ball touches the ground it may be recovered by any player in that zone. The recovered ball may be passed to a teammate or it may be thrown in an attempt to hit a player in an adjoining zone. Players may not take more than one step with the ball in their possession. If the ball goes out-of-bounds, it shall be recovered by a player in the nearest zone and passed in bounds to a teammate.
5. Play continues with the end zone players attempting to eliminate centre zone players and the latter attempting to hit players in either end zone. Each time a player is legally hit by a thrown ball, he is eliminated from the game.
6. When one minute of playing time has elapsed, play is suspended. The players, who have been eliminated, are counted and one point is recorded against a team for each player eliminated. The players eliminated rejoin their teams and the latter rotate zones. Play then proceeds as at the start of the game.
7. When each team has had an opportunity to play in each of the three zones, the total number of players eliminated

during the three playing periods is recorded for each team. The one having the lowest score is declared the winner. A player violating any of the rules is eliminated for that particular playing period.

RUN AND THROW BACK RELAY

(GRADES 4-6)

Players — Twelve to thirty
Equipment — One volleyball or basketball for each team
Object —
For a team to win by having the lowest score.

Space and Formation — Mark off a starting line about 30 feet long. Twenty to thirty feet in front of and parallel to this line, mark off a pass line. The players are divided into equal teams. The players of each team line up single file behind the starting line and face the pass line. The first player on each team is given a ball. Adjust the distance between the starting and pass lines according to the skill of the players.

Playing Rules—

1. On signal, the first player on each team runs to and across the pass line, turns and throws the ball back to the next player on his team, and goes to a spot about 15 feet back of the pass line.
2. This procedure continues until all players on a team have crossed the pass line and have occupied places in front of the first players behind the pass line.
3. As soon as the last player has crossed the pass line, he raises the ball above his head to indicate that his team has finished. One point is scored for the first team to finish, two points for the team finishing second and so on.
4. It is a foul: (a) to cross the starting line before receiving the ball: (b) to throw the ball before crossing the pass line; (c) to interfere with a ball which has been missed by another player. Each foul adds one point to a team's score.
5. When all teams have finished, fouls are added to the finishing points and the team with the lowest score is

declared the winner. (Note-It is desirable to have a Judge for each team to call fouls.)

SQUIRRELS IN TREES

(GRADES 1-2)

Players — Fourteen to thirty
Equipment — None
Object —
1. For the Squirrel who does not have a Tree to find and occupy a vacant one when the leader calls, "Change."
2. For other Squirrels to change Trees when the signal is given.

Space and Formation — In an area 30 by 30 feet, all players with the exception of one are arranged in groups of threes and spaced around the playing area. Two players in each group face each other and join hands, thus forming a Tree. The third player of each group, designated as a Squirrel, takes a position inside the Tree. The odd player is also designated as a Squirrel and takes a position near the centre of the area. (Note-If the number of players is such that it is not possible for one Squirrel to be left without a Tree, two or even three extra Squirrels may be used.) Adjust the size of the playing area according to the number and skill of the players.

Playing Rules—
1. When the leader calls, "Change," each Squirrel who is in a Tree must leave and attempt to occupy another one. As they change, the Squirrel who did not have a Tree originally attempts to secure one which is unoccupied.
2. When all Trees are again occupied, the Squirrel who is now left without a Tree takes his place in the centre of the playing area. The leader again calls, "Change," and the game proceeds as before.
3. During the change, if two Squirrels reach a Tree at the same time, the first one to get inside is entitled to the Tree.
4. When the Squirrels have had several turns to change, the leader should have them change places with one of

the players forming the Tree they are occupying. After these players have had several changes, they should change places with the players who have not had an opportunity to be Squirrels.

5. Play continues in this way until the end of the playing period.

STEALING STICKS

(GRADES 5-6)

Players — Twelve to eighteen

Equipment — Eight sticks (approximately twelve inches long)

Object —

1. For a player to secure one of the opposing team's sticks or free a teammate who is being held prisoner before being tagged.
2. For a player to tag any opponent (thereby making him a prisoner) who is attempting to steal a stick or free a prisoner.
3. For one side to win the game by securing all of the sticks or by securing more sticks than the opponents by the end of the playing time.

Space and Formation — Mark off a playing area 30 by 60 feet. The long lines bounding the area are designated side lines, the short lines are called end lines. Mark off a centre line parallel to the end lines bisecting the area. Behind the right side of each end line mark off a prisoners' base 6 by 12 feet; and behind the left side of each end line mark off a stick cache 3 by 6 feet. The players are divided into two equal teams and take positions in their own half of the playing area. Place four sticks in each stick cache. Adjust the size of the area according to the number and the skill of the players.

Playing Rules —

1. When the starting signal is given, players from both sides attempt to cross their opponents' end line before being tagged.

2. As soon as a player crosses the centre line into the opponents' territory he is eligible to be tagged. If he is tagged before he crosses the opponents' end line he is taken by the player who tagged him to the opponents' prisoners' base where he must remain until released by a teammate.

3. If a player succeeds in crossing the opponents' end line before being tagged he is eligible either to take one of the opponents' sticks or to release a teammate who has been made prisoner. While returning to his own territory he may not be tagged. If returning with a teammate he has released from prison he must hold his hand or arm so that the opponents will know that neither is eligible to be tagged.

4. A player who has run into the opponents' territory may run back across the centre line if he wishes, but if he crosses a side line to avoid being tagged he becomes a prisoner.

5. When one side succeeds in securing all of the sticks, it is declared the winner. If at the end of the playing time neither side has secured all of the sticks, the side having the most sticks wins.

STICK TAG

(GRADES 5-6)

Players — Ten to thirty

Equipment — One smooth stick about 15 inches long

Object —

1. For It and his assistants catch all players as quickly as possible.

2. For the other players to avoid being caught. If caught by an assistant, to try to break away before It can tap them with his stick.

Space and Formation — Mark off a playing area 40 feet square. All players, including the leader, take positions anywhere within the area. The leader is given a stick. Adjust the size of the area according to the number and the skill of the players.

Playing Rules—

1. The game starts when the leader, who has the stick, throws it as far as he can and calls the name of one of the players. The player called is It and runs to get the stick while all other players scatter about over the playing area.
2. After It picks up the stick he tries to catch as many players as he can. When he catches a players he taps him lightly with the stick.
3. Each player tapped assists It by catching and holding a player until It taps him with his stick. If a player runs out-of-bounds to avoid being caught he is considered having been caught.
4. A player caught by an assistant may break away and be free if he can do so before It taps him. Prisoners must he held by the body rather than by their clothing, and unnecessary roughness must be avoided.
5. The last player caught may throw the stick for the next game.

STREETS AND ALLLEYS

(GRADES 5-6)

Players — Fifteen to thirty

Equipment — None

Object —

1. For the *It* to tag the Runner as quickly as possible.
2. For the Runner to evade the *It*.
3. For the other players to change quickly from " Streets" to " Alleys" when the leader given the signal.

Space and Formation — The players are arranged in three or more lines,one behind the other and facing the leader. For example, if there are fifteen players, there will be three rows of players with four abreast and each file will contain three players. This leaves one player to be the leader, one to be the *It*, and one to be the Runner. When the players face the leader and join hands they form " Streets." When they face to the right from this position and join hands with the players on either side of them, they form "Alleys." At the start of the game the players form

"Streets." One player selected to be the Runner takes a place in one of the "Streets." Another player, selected to be *It* takes a place in any other " Street."

Playing Rules—

1. When the leader calls, "GO," the *It* chases and attempts to tag the Runner.
2. As the chase progresses the leader may influence it by calling "Streets" or "Alleys." Upon the signal to change the players quickly drop hands, face in the direction indicated and catch hands with the players on either side of them, thus changing the direction of the chase.
3. When the *It* succeeds in tagging the Runner a new *It* and a new Runner are selected and the game proceeds as before. The original *It* and Runner take the positions vacated by these players.
4. The leader, to add interest to the game, should call "Streets" and "Alleys" often. He can aid the *It* or the Runner by wisely selecting the time to call for a change. If after a reasonable length of time the *It* is unable to tag the Runner, the leader should have them change positions.
5. Play continues in this way, with a new *It* and Runner being selected each time the *It* tags the Runner, until the end of the playing period.

STRIDE BALLL RELAY

(GRADES 4-6)

Players — Ten to thirty

Equipment — One soccer ball or volleyball for each team.

Object —

For a team to win by scoring fewer points than the other teams.

Space and Formation — Mark off a starting line 20 to 30 feet long. The players are divided into equal teams of five or more and line up in single file formation behind and facing the starting line. The first player on each team is given a ball.

Playing Rules—

1. On signal, the first player on each team passes the ball back between his legs to the next player in line. This player passes it back to the next one in the same manner. This continues until the ball reaches the end of the line.

2. When the last player on each team receives the ball, he runs to the front of the line and passes the ball back between his legs as before. (Note-He must be behind the starting line before passing the ball.)

3. The game continues in this way until the first player returns with the ball to the front of the line. He then raises it above his head to indicate that his team has finished.

4. It is a foul: (a) if the ball fails to pass between the legs of any player: (b) for any player, other than the one to whom the ball is being passed, to recover a loose ball. *Penalty*: One point added to team score.

5. When all teams have finished, fouls are added to the finishing positions (one point for first place, two for second, etc.) and the team with the lowest score is declared the winner.

(Note — It is advisable to have a Judge for each team to call fouls.

STRIDE BALL SHOOTING RELAY

(GRADES 5-6)

Players — Ten to thirty

Equipment— Two soccer balls or volleyballs, one basketball goal.

Object —

For a team to win by being the first to score 11 points.

Space and Formation — Mark off a base line 30 feet in front of a basketball goal. Players are divided into two equal teams and line up in single file behind the base line facing the goal. The first player on each team is given a ball. If there is an odd player, the latter may serve as referee and stands at one end of the base line.

Playing Rules—

1. At the command, "Go" the first player on each team passes the ball back between his legs. The other players aid in propelling the ball back to the last player on the team.
2. When the last player receives the ball, he runs to the goal and attempts to score a point for his team by throwing the ball through the basket. As soon as he has completed his try for the basket (only one throw is permitted), he runs to the front of his team, taking a position behind the base line, and passes the ball back between his legs.
3. Each time a player throws a ball through the basket, one point is scored for his team.
4. This procedure is continued until one team has scored 11 points. This team is declared the winner.
5. It is a foul: (a) for the first player in the line to pass the ball between his legs when he is not behind the base line; (b) if the ball fails to pass between the legs of each player in succession a it move to the end of the line. Penalty: Loss of one point.

(Note-It is advisable to have a Judge for each team to call fouls.)

THE SEA

(GRADES 1-2)

Players — Fourteen to eighteen

Equipment — One base for each kind of Fish

Object —

1. For The Sea, when he says, "The sea is rough," to tag as many Fish as possible before they can return to their respective bases.
2. For the Fish, when the signal to run is given, to reach their respective bases before being tagged.
3. To determine which Sea can tag the most Fish.

Space and Formation — In a playing area approximately 40 feet by 70 feet, mark off separate bases, one for each group of players. The players are divided into three or more groups with at least four in each group. Each group is given the name of a fish, such as, "Trout," "Goldfish," etc. and assigned to a base. One player selected to be The Sea, takes a position in the centre of the area.

Playing Rules—

1. To begin the game, The Sea walks, runs, or skips by one base and calls the name of the fish the players on that base represent. Whereupon, these players get in line behind The Sea and do what ever he does, i.e., skip, run, walk, etc.
2. The Sea, as he passes the various bases, may call the Fish or not as he chooses. In other words, he may call the Fish from any or all of the bases in any one turn. The Fish as they are called get in line behind those already following The Sea.
3. When The Sea thinks he has a reasonable chance of tagging the Fish he calls, "The sea is rough," turns, and attempts to tag as many Fish as possible before they reach the safety of their respective bases.
4. The Fish that are caught get into line behind The Sea preparatory to helping him on his next turn. (Note-They do not help on the turn in which they were tagged.)
5. The Sea now starts his second turn in the same manner as the first-by calling the name of the Fish he chooses to follow him. When he says, "The sea is rough," he and those who were tagged on the first turn attempt to tag the remaining Fish before they can get to their respective bases. Those who are tagged aid in the tagging next time.
6. When The Sea has had three turns he says, "I have had three turns, and I have caught (so many-including those caught by the Fish who were tagged on the first and second turns). I choose (so-and-so) to be The Sea." The player chosen must be one who was not tagged. If all have been tagged the last one tagged becomes The Sea.
7. Play continues in this way with a new game being started each time a new Sea is chosen.
8. At the end of the playing period, The Sea who tagged the most Fish in his three turns is declared the winner.

CHAPTER—4

TEAM GAME ACTIVITIES

Team game activities are those activities which are specifically related to traditional team games. The term traditional team games itself implies that these games have been played for many years and have stood the test of time. Had they not been interesting to play or to watch, they would not have survived. And, because they have brought satisfaction-satisfied physiological and psychological drives-through the years, it can be assumed that they will continue to be of interest to people of all ages.

Small children hear others talking about high school games, the college games, the professional games. They see them on television, they hear them on the radio, they read about them in story books. Naturally, they become interested and want to play them. However, these games require fine muscular coordinations which the child is unable to perform successfully until about nine or ten years of age. Even then his level of performance is such that the game as played by adults may be too difficult and in some cases too dangerous for him.

Since the child has this constantly stimulated interest in team games but has to develop sufficient skill over a period of years before he can successfully participate in the official games, it is desirable to provide him with modifications which require skills and understandings suitable for his level of maturation. These modifications will, for the most part, satisfy his needs through the intermediate grades.

TYPES OF TEAM GAME ACTIVITIES

These modifications of official team games can be grouped into several different types: introductory team games, skill practices, skill games, and elementary team games.

Introductory team games are games which involve general skills rather than the specific skills of any one team sport and yet involve enough specific skills to classify them as a type of team game activity. These are used in the second or third grades as an introduction to team game activities. They involve competition between teams and some degree of cooperative team effort.

Skill practices are organised activities involving the repetition of a skill or a combination of skills of a particular sport but having none of the game elements of scoring or competition. These are used for practicing skills outside of the exciting game situation.

Skill games are organised games which involve the use of a skill or a combination of skills of a particular sport and which provide competition in situations where the rules are less complicated than in the official team game. These may be very simple games or nearly as complex as the team game itself.

Elementary team games are modifications of official team games to fit a particular age or grade level. They are those skill games which are enough like the official game to satisfy the group's desire for competition. The elementary team game for any age or grade level is the highest level of skill game that particular group is capable of playing successfully.

SUGGESTIONS FOR PLANNING THE PROGRAM

Team games, whenever possible, should be organised as units and scheduled on a seasonal basis; i.e., the game to be played should be related to the game being played at that particular time in the high schools throughout the country.

Since most team games demand more strength, speed, and endurance than do other types of activities, the boys and girls should usually be separated for this phase of the programme above the fourth grade. They may also be separated in the fourth grade during the season when touch football is being played and at any other time when the level of development of the boys and girls is widely different. Where the school year is thirty-six weeks long,approximately seven weeks would be devoted to each activity. However, if it seems advisable, the length of time given to some units may be greater than that for others.

In the fifth and sixth grades, boys and girls should be separated for team game activities. This can be done by grouping two classes together with one teacher taking the boys and the other supervising the girls. The two classes can be two sections of the same grade level or, where there is only one section of each grade, one fifth grade class and one sixth grade class.

Where facilities are limited, it is necessary to so schedule the activities that boys and girls will use the same facilities at different times. In this plan six weeks are given to each of six units for the boys and nine weeks are given for each of the four units for the girls. Many other arrangements could be used. If a track and field unit is desired for girls, each of their activities could be reduced to approximately seven weeks, or some could be continued for nine weeks, with others being cut to as little as four weeks. For example, the first three of the girls' units might be given nine weeks each, followed by a five-week volleyball and a four-week track and field unit.

PROCEDURES FOR TEAM GAME ACTIVITIES

In organising a team game unit, consideration should be given to the number in the group, the type of activity being played, the variation in levels of skill, and the interests and wishes of the children.

The teacher might first consider the variation in levels of skill development. If there is a wide variation in ability between various members of the group, it is recommended that the children be divided into two or more ability "classes." The teacher may classify the children or the children may be permitted to decide for themselves whether they belong in "Class A" or "Class B." If two or more "classes" are used, each should be considered as a separate group and only occasionally play together. If there is not a wide variation in abilities or if there are not enough children to make a division practicable, the class may be handled as a unit.

Next, consideration should be given to the matter of organising teams. Permanent teams tend to motivate practice, facilitate in getting the children organised for play, and offer greater opportunities for the development of team loyalties. On the other hand, organising teams on a day-to-day basis tends to eliminate some of the emotional stress connected with team games and provides for participation with many individuals rather than with the same few. Another procedure could be that of organising teams on a weekly basis, where teams are "permanent" for one week only.

A combination of permanent teams and arbitrarily selected teams may be used by dividing the unit into two parts, with the first part as a practice period, followed by a tournament during the last part of the unit. Thus, teams when used, would be organised on a day-to-day basis during the practice period, while permanent teams would be organised for the tournament. The wishes and interests of the children should also be considered in the determination of which plan is followed. The activity itself may help to determine the unit plan. Softball, for example, requires some time to play a complete game. If the game is stopped at the end of one play period with only one and a half to two and a half innings completed, those children who did not get to bat feel cheated. Consequently, in planning the softball unit, it is often desirable to use the plan of a practice period at the beginning of the unit followed by a tournament. In this way, games can be continued from day-do-day until a complete seven inning game has been played. This is easily accomplished if a score sheet is used so the two teams will know where the game was stopped the day before.

A satisfactory game of basketball, on the other hand, can be played in ten minutes or less. Hence, most any plan can be used for a basketball unit. Whatever form of unit organisation is used, ample opportunity should be provided for practice of the various skills.

The planning of the programme for any one day is to some extent contingent upon the type of unit organisation selected. If permanent teams are used throughout the unit, all practices might be so planned that two or more teams are playing a game while the teacher is helping the other team or teams in practicing skills. Practices might be organised in this way even where there are no permanent teams. Since it is necessary that children have an opportunity to practice skills under conditions resembling the team game situations but not involving the exciting elements of the game, skill practices should be used for this purpose. When it is essential that the teacher be present during the practice of certain skills, the class may be organised so that two teams are playing the team game, another team playing a skill game, and the fourth team engaged in skill practice under the direction of the teacher. For example, in a sixth grade basketball unit for boys, two teams could be playing Two Court Basketball and a third team playing Centre Keep Away while the teacher supervised a fourth team in Shuttle Dribbling Practice.

Another method of organising the practice period is to divide the class into small groups with a leader in change of each. This method is effective for the practice of skills which have been previously taught and offers opportunities for excellent training in leadership. For most effective learning to take place in this type of programme, the teacher should prepare the leaders to help others in the group by previously giving additional instruction outside of class. In this method of organisation, each group may practice a different skill, in which case groups will rotate until all children have had an opportunity to practice each skill. All groups, of course, could practice the same skill at the same time.

Since most team games involve the use of several skills, or a combination of skills, during the learning period children should have an opportunity to play games which involve only one or two of these skills. These skill games may be organised as the skill practices described above, or they may be used in combination with skill practices or team games as has been previously described. Some of these skill games may also be used at the end of a practice period. Since it usually requires more time to play a team game than it does the other types of activities included in the team game unit, on those days when team games are played, the children playing them should be allowed to continue for the whole period. However, a short warm-up period may be used before starting the game.

INTRODUCTORY TEAM GAMES

These are games which can be played successfully by many children at the second and third grade level to introduce them to the concept of playing on a team. At this level of development most children are not ready to learn the finer coordinations required for specific team game skill. However, the same principles of throwing, catching, kicking, running, and dodging taught in the small and large group play programs should be stressed in these games.

With the exception of introductory team games, which are not specifically related to any team sport, the activities that follow are grouped as units. Each unit includes skill analyses, skill practices, skill games, and elementary team games.

THROW IT AND RUN

Player — Five to seven on each of two teams
Equipment — There bases, one softball
Object of the Game —

1. For a Thrower to score a run by throwing the ball in such a way that he can run to first base and back before the ball is returned to home base.
2. For the Fielders to prevent the Throwers from scoring by catching fly balls or by retrieving balls and throwing them to the Catcher before the Throwers can return to home base.
3. For a team to win the game by scoring more runs than the opposing team.

Space and Formation — Place one softball base (or mat) for a home base. Place two other bases approximately 30 feet from this base in such a position that the three form an equilateral triangle. Draw (or imagine) a line from home base to the base on the right hand side. This is the first-base line. Draw (or imagine) a line from home base to the base on the left hand side. This is the foul line. Designate one team as Fielders. Select one child as Catcher and have him take a position behind home base. Instruct the other Fielders to space themselves in fair territory (the area between the two lines extended) in such a way as to cover as mush of the area where thrown balls are likely to land as possible. Designate the other team as Throwers and have them form a line to the left of home base and ten to twenty feet from it. Have the first Thrower take the ball and, standing on or near home base, begin the game by throwing it into the field of play.

Playing Rules—

When a Thrower makes his throw he runs to first base and back to home base. If the ball is not caught on the fly and he succeeds in getting back to home base before the Catcher can receive the ball from a Fielder and step on home base, a run is scored for the Thrower's team. If a Fielder catches the ball before it hits the ground or picks up a ground ball and throws it to the Catcher in time for him to step on home base (with the ball in his possession) before the Thrower gets back to home base, an "out" is recorded for the Thrower's team.

When a Thrower completes his turn and a run or an out has been recorded for his team, the ball is given to the next Thrower for his turn. The game continues in this way. When five Throwers have had a turn, a half-inning is completed and the two teams exchange places (the Fielders become Throwers and the Throwers become Fielders) for the second half of the inning. When the period is over, the team having the most runs at the end of the last complete inning is declared the winner.

If a Thrower throws the ball so it hits to the right of the first base line or to the left of the foul line it is a foul ball. If he throws a ball which hits in fair territory but rolls across the foul line or to the right of the first-base line before it passes a base, it is a foul ball. A foul ball puts the Thrower out. (Note-Where some players can throw much harder than the majority of the players, it is sometimes desirable to have a rule that throws which do not hit the ground before they reach an imaginary line, drawn between first base and the base marking the foul line, are foul balls.)

When a Fielder retrieves a fair ball which has touched the ground he can get the Thrower out only by throwing the ball to the Catcher and having him step on home base before the Thrower gets back to it, i.e., he cannot put the Thrower out by tagging him or by stepping on first base.

Variation: If the children are weak in catching skills, a Pitcher may be used. In this case the Pitcher stands about 25 feet in front of home base and begins the play by tossing the ball to the Thrower. Each time the Thrower drops or misses a toss which is thrown to him a "strike" is called. Three "strikes" constitute an out. Tosses which are too wide, too high or too low to be easily caught are recorded as "balls" and four "balls" constitute a run. When the Thrower succeeds in catching the toss from the Pitcher, he makes his throw just as he would if on Pitcher were used.

KICK IT AND RUN

Kick It and Run is very similar to Throw It and Run, but differs in the following ways:

1. A volleyball or playground ball is used instead of a softball.
2. The Throwers are called Kickers and the ball is kicked rather than thrown.
3. If a Pitcher is used he must roll the ball to the Kicker.
4. Three foul balls constitute an out.

NEWCOMB

Players — Four to eight on each of two teams

Equipment — One volleyball and one volleyball net (the top of the net should be approximately seven feet from the playing surface)

Object of the Game —

1. For a team to throw the ball over the net in such a way that it is difficult for the opposing team to catch it.
2. For a team to prevent the ball from hitting the ground on its own side of the net.
3. For a team to win the game by scoring more points than the opponents.

Space and Formation — On a 20 by 40-foot volleyball court, place the players of one team on one side of the net and those of the other team on the opposite side. Position the players of each team in lines parallel with the net, with one line (the front line) three to four feet from the net, and another line (the back line) three to five feet from the end line of the court. (If there are more than six players on a team, place any above six on a line equidistant between the front and back lines.) Determine which team will serve first, and give a volleyball to the player who is in the position at the right end of the front line (determined while players are facing the net). This player is the server.

Playing Rules —

At the signal to begin, the server tosses the ball over the net and players on the opposite side attempt to catch it. If one succeeds, he either passes to a teammate or throws it back across the net. If he elects to pass to a teammate, the letter may pass to another or throw it over the net. When the ball is thrown over the net, the players of the serving team attempt to catch it and get it back across the net, using as many passes between teammates as needed to get the ball in good position for returning it across the net. The game continues in this way until the ball touches the ground or hits some object outside the playing area. When a team permits the ball to hit the ground on its side of the net or causes the ball to hit the ground or an object outside of either court, a point is scored for the opponents. After each point the ball is given to the nearest server to be put back in play. After five points, and each multiple of five, both teams rotate so all players will have an opportunity to serve.

In serving, the player in the right front position must toss (not bat) the ball so it goes over the net without touching it. After each five points the players of each team move one position in a clockwise direction to place a different player of each team in serving position.

In playing the ball, a player may not (1) take more than one step while in possession of the ball; (2) step under or touch the net; (3) bet the ball; or (4) hold it for more than three seconds. (Count "I-and-2-and-3".) For any one of these violations, a point is scored for the opposing team.

After each score the player nearest the ball retrieves it and gives it to the server of his team. The duration of the game length of should be determined in advance. The elapse of a specified length of time (ten minutes for example), the acquiring of a specified number of points (fifteen) by either team, or the arrival of the end of the playing period are means which could be used to terminate a game.

BASKETBALL

The official game of basketball is played on a court which varies in size according to the age level and sex of the players. At each end of the court is a "basket" which is attached to a backboard at the height of 10 feet from the floor. Girls' rules differ from those for boys. Some of the differences are that in girls' rules there are six players instead of five on each team and a centre line separates the three forwards from their own three guards. In boys' rules the players may play anywhere on the court.

The object of the game is for one team to score more points than the other team by tossing the ball through its own basket more times than the opponents throw it through their basket. The game is began by a jump-ball (a toss-up between two opposing players) for boys and a centre-throw (an unguarded pass from the centre circle) for girls. Once the ball is in play it may be advanced by passing or dribbling (bouncing). It is a violation for a player to take more than one step with the ball. The penalty is a throw-in from out-of-bounds by the opponents. It is a foul for a player to push, trip, hold or make personal contact with an opponent. The penalty for a foul is one or more free-throws (an unguarded shot from the free-throw line). Field goals count two points and free throws count one point.

Few elementary school children can play the official game of basketball successfully. Consequently, the game should be modified for them. The elementary team games in this unit are modifications of the official game. In those rare instances where a large percentage of a sixth grade group demonstrates sufficient skill for the official game, the teacher should obtain official game rules.

For elementary school children it is recommended that the height of the basket be 8 and a half feet and that a small basketball or soccer ball be used.

Basketball Skill Analysis

No attempt will be made here to describe in detail the techniques of executing basketball skills. But it is hoped that the following suggestions will aid the teacher in helping children develop basket ball skills.

CATCHING

In catching the ball, the fingers should be comfortably spread and relaxed. As the ball comes into the hands, the fingers are closed around it and the hands are allowed to "give" with the ball. In catching balls below the waist, the fingers are extended down ward. In catching balls above the waist, fingers are pointed up ward.

CHEST OR PUSH PASS

The ball is held in the cushions of the fingers rather than in the palms of the hands, in front of the chest. The hands are placed slightly above the ball, behind it, and a little to the side (the exact position of the hands may vary for individual players). The ball is released with a vigorous snap of the wrist and fingers. A step forward with either foot, a straightening of the knees, and an extension of the elbow will add power to the throw. The pass should be thrown so that the ball reaches the receiver between his waist and shoulders.

TWO-HAND CHEST SHOT

The ball is held as for a chest pass. As the shot is began, the ball is held slightly forward and is released with an upward extension of the knees and arms and a snap of the wrist and fingers. The eyes are focused on the front of the basket rim and the player tries to "lay" the ball over the front of this rim.

TWO-HAND UNDERHAND SHOT

Since this shot, while very accurate, is easily guarded, it is used largely for free throws. The ball is held in the cushions of the fingers. The fingers are comfortably spread and placed on the sides of the ball, slightly below the centre and a little behind it. The exact placement of the fingers for this shot may vary with individual players. The player's feet are well spread, and, as the ball is brought down for the shot, the knees are bent. The ball is released with an upward movement of the knees and arms and a slight upward snap of the wrists to impart a natural spin to it. The eyes are focused on the front of the basket rim. In this, as in the chest shot, an attempt should be made to arch the ball. The height of the arch will very with the player.

ONE-HAND PUSH SHOT

This shot is considered more accurate than the two-hand chest shot since it does not require a balance of the two hands for accuracy. Since it is a push rather than a throw the right foot is forward and the weight is on the right foot (when shooting with the right hand). The ball is carried to a point above and directly in front of the right shoulder with the right hand directly behind the ball and the left hand below and in front of it. The fingers of the right hand are comfortably spread. The knees are bent. As the shot is made, the knees are straightened and the left foot is lifted off the floor. The right arm is extended, and the wrist is used in a hinge-like action to give force to the push. The rear of the basket rim is the point of aim, and the attempt should be made to lay the ball just over the front of the rim.

THE DRIBBLE

The dribble consists of several bounces of the ball. The ball should be played with the cushions of the fingers. The fingers and wrists are relaxed. When the ball rises from the floor and contacts the fingers, the hands give slightly. A downward push of the fingers and the palm of the hand is then used to return the ball to the floor.

The ball should not be slapped. In general, the player's body should be low, with knees bent, and the ball should be played well in front of the body. In girls' rules only a limited number of bounces are permitted in the dribble. Consequently, it may be desirable to have the girls use only one or two bounces in a dribble in those elementary team games which utilize dribbling.

GUARDING

In guarding, a player should try to stay between his opponent and the basket. The guard should keep his feet well spread and his knees bent so he has good balance for moving in any direction. He should face the opponent when possible, and, as the opponent starts to move in any direction, the guard should move with the foot on that side so he will not be caught with the opposite foot crossed over in case the movement was merely a " fake" in that direction. In fact all of the guard's moves should be a series of sliding movements with the foot on the side toward which he is moving always being the leading foot.

The arms should be held slightly below shoulder height, away from the body, and spread somewhat wider than body width. This is to permit rapid extension of either arm to intercept a pass.

If the opponent starts to shoot, the guard should step toward him with the hand on the side of the forward foot raised to intercept the ball or at least to block the shooter's view of the basket. When a shot is attempted, the guard should immediately turn and face the basket so his body is between the opponent and the basket.

BASKETBALL SKILL PRACTICES

SHUTTLE PASSING PRACTICE

Players — Four to ten

Equipment — One volley, soccer, or junior basketball

Procedure —

The players are divided into two equal groups.

Each group forms a single line behind a starting line (one behind the other) facing in the direction of the opposite group. The two starting lines are eight to ten feet apart.

The ball is given to the first player of one group and, using the chest pass, he begins the drill by passing the ball to the first player in the opposite line. After he makes the pass he runs to the end of the opposite line. The player who received the ball passes it to the player who is now at the front of the opposite line and runs to the back of the opposite line. All passes should be made from behind the starting line.

Play continues in this way for as long as desired, with each player, when he receives the ball, passing it across to the player at the front of the opposite line and going to the back of that line to await his next turn to receive and pass the ball. Each time a player goes to the back of the opposing line the other players move up one position so the player in the front of the line is at the starting line ready to receive the pass.

SHUTTLE DRIBBLING PRACTICE

Players — Four to eight
Equipment — One volleyball or junior basketball
Procedure—

The procedure for this is the same as that for the Shuttle Passing Practice, except that the lines are farther apart and the ball is dribbled back and forth instead of passed.

ONE-LINE SHOOTING PRACTICE

Players — Four to eight
Equipment — One volleyball or soccer ball
Procedure —

The players take positions in a line facing the basket. The first player in the line shoots at the basket, recovers the ball, throws it to the second player, and goes to the end of the line. The practice continues in this way, with each player in turn taking his shot, recovering it for the next player, and going to the end of the line.

The players may be required to use the one-hand push shot, the two-hand chest shot, or the two-hand underhand shot, or they may be allowed to use any one of these shots. If several balls are available, as many as three groups could use the same basket.

BASKETBALL SKILLS GAME

TWENTY-ONE

Players — Four to eight
Equipment — One volleyball or soccer ball
Object of the Game —

For a player to win the game by being the first to score twenty-one points.

Space and Formation — One end of a basketball court, with the free-throw line as a starting line. Behind this line, players stand facing the basket, one behind the other. The first player in the line has the ball.

Playing Rules—

The first player shoots from behind the starting line, then recovers the ball and shoots from the point where he recovered it. If he fails to hit the basket or backboard with the first shot, he does not get a second one. If, on the first shot, the ball bounces out-of-bounds before the player can recover it, he may bring it to the point where it crossed the boundary line for his second shot. When a player has completed his turn, he throws the ball to the next player and goes to the end of the line. The game continues in this way, with each player shooting in turn, until a player succeeds in making twenty-one or more points. Two points are recorded for the player each time he succeeds in making the basket on the first throw, and one point is recorded for him if the second, or follow-up, shot is successful. The player who first scores twenty-one points is declared the winner.

SEVEN OR BUST

In this game the playing rules are the same as Twenty-One except that the player, in order to win, must have exactly seven points. If he scores more than seven, he must start again.

GOAL BALL

Player — Six to ten

Equipment — One volleyball or soccer ball and two bases (two feet square)

Object of the Game —

1. For a team in possession of the ball to score a goal.
2. For a team not in possession of the ball to prevent the opponents from scoring and to gain possession of the ball.
3. For a team to win the game by scoring more goals than the opponents.

Space and Formation — Mark a rectangular area approximately 20 by 40 feet. Place a two-foot square base at each end of the playing area midway between the two side lines. Divide the players into two teams. Have the players take positions anywhere in the playing area. Give the player of one team the ball behind the opponents' end line.

Playing Rules —

At the signal the player with the ball passes it to one of his teammates in the playing area. Once the ball is in play, the team in possession attempts to advance it toward their goal by passing the ball from one player to another. The players of the opposing team try to intercept the ball and, if they succeed, to get it to their goal by a series of passes.

A goal is scored for a team each time a player has at least one foot on the team's goal while the ball is in his possession. A goal counts one point. After each goal the team scored on puts the ball in play as at the beginning of the game. The team having the greatest number of points at the end of the playing period is declared the winner.

It is a foul to advance the ball by dribbling (bouncing), kicking, or running (taking more than one step) with the ball. It is a foul to hold, trip, push, or otherwise interfere with an opponent. Fouls are penalised by awarding the opposing team an unguarded throw from the spot where the foul occurred. Player other than the one making the throw may be guarded. If a player is fouled while standing on his own goal attempting to receive a pass, a point is scored for his team.

A ball which goes out of bounds shall be thrown in at the spot by an opponent of the player who last touched it. A goal may not be scored directly from a throw-in, that is, at least two players who are in bounds must touch it for a goal to be scored.

If two players gain possession of the ball simultaneously it is a jump-ball, that is, the ball is tossed up between them and each attempts to tap the ball to one of his teammates. Neither of the jumpers is allowed to catch the ball until it has been touched by another player or has touched the ground.

If two players gain possession of the ball simultaneously it is a jump-ball, that is, the ball is tossed up between them and each attempts to tap the ball to one of his teammates. Neither of the jumpers is allowed to catch the ball until it has been touched by another player or has touched the ground.

Teaching Suggestions — The following large and small group games may also be used as skill games for basketball.

Ten Trips, Centre Keep Away, Run and Throw Back Relay, and Stride Ball Shooting Relay.

The Shuttle Passing and Shuttle Dribbling practices may also be used as skill games by bringing two or more groups together and having them compete as teams in a relay.

Elementary Basketball Team Games

CAPTAIN BALL

Players — Five to fifteen on each of two teams

Equipment — One soccer or junior basketball, and one base (mat or circle) for each forward

Object of the Game —

1. For the players of a team to pass the ball to their captain, thus scoring a point.
2. For the players of a team to prevent the opposing team from getting the ball to its captain.
3. For a team to win the game by scoring more points than its opponents.

Space and Formation — An area at least 60 feet long and 30 feet wide, divided into two equal parts. Members of each team are either forwards or guards, and each has at least one more forward than it has guards. The guards of each team play in the half of the court with the opposing team's forwards. Each forward has a mat (or circle) for a base. One base on each side is designated as the captain's mat. The forward on this mat is designated as the captain.

Playing Rules—

At the beginning of the game and after each goal, the ball is put in play between two opposing guards, selected by the leaders, at the centre of the court. The two jumpers may not again touch the ball until it has been touched by another player or has touched the ground or the floor.

When the ball is in play the players of each team attempt to get it to their captain. Each time the ball is legally passed to the captain, a point is scored. If an opposing guard succeeds in getting the ball before it reaches the captain, he may pass to another guard or to one of his forwards. He may, in order to pass to a forward, dribble the ball to the centre line. He may not take more than one step with the ball in his possession.

The guards may play anywhere in their half of the court except that they may not step on a forward's mat or guard a forward who is being guarded by a teammate. A forward must keep one foot on his mat when playing the ball.

It is a foul if:

a. A guard steps on a forward's mat

b. A guard steps over the centre line

c. A player attempts to guard a forward at the same time another player is guarding him

d. A forward steps off his mat to play the ball (except for jumping into the air to receive a high pass)

e. A player touches a ball while it is in the possession of an opponent

f. A player interferes with the play of an opponent by rough play, such as pushing or tripping.

An unguarded throw is awarded to the player who is fouled or to the nearest opponent if the foul was not made on an individual player. Should a foul prevent the captain from catching the ball, his team is awarded one point.

If a ball goes out-of-bounds last touched by a forward, it is awarded to an opposing guard at the point where it crossed the boundary line. If an out-of-bounds ball is last touched by a guard, it is awarded to the nearest forward, except that it is never awarded to the caption.

Each time the ball is legally caught by a captain, one point is scored for his team. Each time the captain is prevented from receiving the ball because of a foul, one point is scored for his team. The team having the greater number of points at the end of the playing period wins.

After each score the players of both teams rotate so that one forward from each team becomes a guard, one guard from each team a forward. All players move one position in a clockwise direction, If the guards form a line or a semicircle near the centre line in their half of the court, the circle, partially formed by the forwards' mats, will be completed.

CAPTAIN BASKETBALL

This game is similar to Captain Ball with the following exceptions.

1. The game is played on a basketball court.
2. Teams score by throwing the ball through basketball goals rather than by passing to a captain, and each field goal counts two points, while each successful free throw counts one point. The following are violations, the penalty for which is a throw-in from out-of-bounds by a guard (if made by a forward) or a throw from the nearest forward (if made by a guard):
    a. Taking more than one step with the ball
    b. Double dribbling
    c. Causing the ball to go out-of-bounds
    d. Taking both feet off of the mat to play the ball when playing a forward position
    e. Stepping over the centre line

The following are fouls, the penalty for which is an unguarded shot at the basket by the player who is fouled or (if he not in position to shoot) by a forward designated by the captain:

a. Touching the ball while it is in the possession of an opponent
b. Stepping on an opponent's mat to prevent his playing the ball
c. Guarding an opposing forward when he is being guarded by another player

Rotation may be in any direction or formation the teams wish, so long as it will result in all players playing each position in order.

BOYS' TWO COURT BASKETBALL

Players — Five to ten on each of two teams
Equipment — One junior basketball or soccer ball
Object of the Game —

1. For the players of a team to throw the ball through their

own basket, thus scoring a goal.

2. For the players of a team to prevent the opponents from scoring.

3. For a team to win the game by scoring more points than the opposing team.

Space and Formation — The game is played on a regulation elementary basketball court (this may be varied to fit local conditions)

between two teams so organised that there is at least one more forward on each team than there are guards. The guards of each team play in the half of the courts with the opposing forwards,and neither the guards nor forwards may cross the centre line in playing the ball. The ball is put into play by a jump-ball between two opposing guards at the centre of the court. After tipping the ball, neither of the jumpers may catch it until it has touched the floor or has been touched by another player. After the jump, the ball may be advanced by dribbling or passing. The guards try to get the ball to their forwards, who attempt to score by throwing the ball through the basket. Since there are more forwards than guards, when one of the latter gains possession of the ball he may not be guarded. If two opposing players catch the ball at the same time, it is put into play by a jump-ball between these two.

It is a violation, and the ball is awarded to the opposing team out-of-bounds, if a player:

a. Takes more than one step while in possession of the ball

b. Causes the ball to go out of bounds

c. Double dribbles

d. Steps across the centre line in playing the ball

It is a foul if a player:

a. Touches the ball while it is in the possession of an opponent

b. Commits an unsportsman like action

If the foul is committed upon a forward, he is awarded a free-throw from the foul line; if committed upon a guard, his team is awarded a free-throw, and it may be taken by any forward the captain selects.

Each field goal counts two points. Each successful free-throw counts one point. The team having the greater number of points at the end of the playing period is the winner.

After each field goal or successful free-throw, the players of both teams rotate. One method of rotating is to have the forwards form a semicircle on one side of the floor. the guards form a semicircle on the other side, thus making a circle. After each goal, they take the same relative positions they were previously in and rotate in a clockwise direction.

GIRLS' TALLY BASKETBALL

Players — Six to ten on a team, half of the players are *forwards*, half are guards

Equipment — One junior basketball or soccer ball

Object of the Game —

1. For the forwards to make five unintercepted passes in order that they may score a point and have a free-throw for goal.
2. For the guards to try to intercept the passes of the forwards and throw the ball to the forwards of their team in order that a score might be made.
3. For a team to win the game by scoring more points than the opponents.

Space and Formation — An elementary basketball court. The forwards of one team are in one half of the court, and the guards of that same team are in the other half. Each guard is responsible for a specific forward on the opponent's team. one forward has been awarded the first play. The forward stands in the centre circle to receive the ball from the leader.

Playing Rules—

The ball is put in play at the beginning of the game by a pass from the forward who has been awarded the initial play from centre. No guard can intercept this first pass, but all guards try to intercept all passes thereafter. When guards get the ball, they may pass it among themselves in order to get it to their forwards, but guards' passes are not counted. Neither is the pass counted when the forward receives the ball from his guard. The only passes which are counted are those made from forward to forward.

Each team receives the ball alternately from the leader after a point has been scored or after a double foul has been committed. As a forward receives the ball from another forward she calls, "One," and immediately passes to another forward, who calls, "Two," and so on until they have made five consecutive passes. In the meantime the guards are trying to intercept the passes and secure the ball for their forwards. When the first forward receives a pass from a forward, the counting begins. If the forwards lose possession of the ball, counting begins with "one" when they regain possession. The five passes must be consecutive.

When a team has completed five passes it scores one point. The player in possession of the ball on the fifth count then walks to any spot under the basketball goal and tries to ring the basket. If she is successful her team scores one additional point. Whether the goal is made or missed, the ball is dead and play is resumed by a toss from the leader to the forward whose turn it is to receive it. The team wins which has the greater number of points at the end of playing time.

It is a foul if a player:

a. Walks with the ball
b. Holds the ball more than three seconds
c. Pushes, holds, or trips an opponent
d. Hands the ball to a teammate

The player fouled is given an unguarded pass to a teammate with the following provisions:

If a forward in possession of the ball is fouled, she and the player to whom the ball is passed are unguarded and the pass counts as one of the five necessary for a score.

If a guard in possession of the ball is fouled she and any player to whom she passes are unguarded though the pass does not count as one of the five necessary for a score.

If the player who is fouled is not in possession of the ball, she is awarded a free throw from the spot where the foul occurred, but her teammate may be guarded.

In case of a double foul, as might occur in unnecessary roughness, all counted passes are cancelled and the play begins over again at the centre circle, the team receiving the ball whose turn it would have been had a score been made.

In case two opponents secure the ball at the same time, the ball is tossed up between them, and each one jumps and tries to knock it to a teammate. if a player causes the ball to go out-of-bounds, a player of the opposing team throws it in from the point where it went out.

The game is divided into four periods of five minutes each, with two minutes t rest between quarters.

SOCCER

The official game of soccer is played on a rectangular field 120 yards by 75 yards. The field is marked with a centre line extending across the field, a penalty area at each end having a width of 44 yards and extending from each goal line 18 yards into the field of play, and a goal area 20 yards wide and six yards deep in front of each goal. The goal is eight yards between the uprights with a bar across the top at a height of eight feet.

The eleven players on a team consist of five forwards, three halfbacks, two fullbacks and one goalkeeper. The forwards are primarily offensive players: fullbacks and goalkeepers are primarily defensive players; and halfbacks divide their time between offensive and defensive plays.

The ball is put into play by a kickoff from the centre of the field. The kicking team attempts to keep possession of the ball, move it down the field, and score a goal by causing it to pass through the opponent's goal. The ball is advanced by kicking or bumping it with any part of the body except the hands and arms. Only the goalkeepers may use hands or arms, and then only when they are inside their own goal area.

The elementary soccer games included in this unit are simplified versions of the official game. They are a series of progressively more difficult games used to prepare elementary children for official soccer, which they may play in the secondary school.

A 40-by 80-yard field divided into four equal zones is recommended. Many groups will enjoy using a rubber volleyball rather than a soccer ball.

Soccer Skill Analysis

DRIBBLING

Dribbling is advancing the ball by tapping or pushing it with the inside of one foot or alternating feet. To use alternate feet in propelling the ball the player must keep it close to him, approximately three to five feet ahead of him. By tapping alternately, the player would tap as he ran; i.e., tap with the right foot, run several steps, tap with the left foot, etc. In propelling the ball with one foot, it is hit with either foot, the player runs a few steps, then hits it again with the same foot. In this type of dribbling, the ball may be kicked a little farther away from the dribbler.

KICKING

With the Inside of the Foot: In this kick the ball is kept close to the ground. It is given a push with the inside of the foot by swinging the leg diagonally across the body. When passing to the left the player takes his weight on his left foot, the right foot swinging diagonally cross the body from right to left so as to contact the ball directly in front of the body. To pass to the right, the player uses the inside of the left foot. To pass straight ahead, the body is turned so that the movement is the same.

With the outside of the Foot: In this kick the ball is pushed with the outside of the foot. In passing to the left, the left leg is swung across the body to the right. Then it is brought forcefully back so as to contact the ball slightly to the left of the body. To pass to the right the outside of the right foot is used.

With the Instep of the Foot: In this kick the body is almost directly over the ball. To start the kick the player swings the foreleg back; then, as he swings forward, he rises slightly on the ball of the weight-bearing foot, and kicks with the instep, the toe pointed down and the knee flexed. As the ball is contacted the knee is extended with a snap.

With the Toe: This kick is used to lift the ball into the air and to send it a greater distance than is desired in the above types of kick. The kicker takes a position slightly behind the ball and swings the kicking leg back with knee flexed. As the leg swings forward the ankle is flexed (toe up) and the ball is met with the toe slightly above the bottom of the ball.

Punting: This kick is used by the goalkeeper to send the ball as far down the field as possible. The ball is dropped and kicked before it touches the ground. It is held in both hands at arm's distance from the body. To contact the ball on the instep of the right foot, swing the right foot forward as the ball is dropped. The knee is flexed and the toe is pointed downward. For follow-through, rise on the ball of the left foot to give more power to the kick and swing the arms forward and upward to aid in maintaining balance.

Place Kick: This kick is used for the kick-off to start play from the centre of the playing field. The ball is kicked with the upper instep of the foot toward the opponent's goal.

STOPPING THE BALL

Trapping and blocking the ball are ways of stopping a moving ball in order to gain possession of it.

Trapping (bringing the ball to a complete stop)

(1) *With the Sole of the Foot*: With the leg extended in front of the body and the ankle flexed, allow the ball to roll against the sole of the foot and then press down with the ball of the foot.

(2) *The Leg or Knee Trap*: The legs are close together. As the ball reaches the player, he bends his knees and traps the ball between his lower legs and the ground.

Blocking (stopping the progress of the ball with any part of the body except the hands and arms)

The body is placed in the path of the ball and allowed to "give" body the ball in such a way that the player gains possession of it as it rebounds.

Soccer Skill Practices

SOCCER DRIBBLE

The class is divided into as many groups as there-are balls. Each team stands in single file behind the leader who stands back of the starting line. An obstacle is placed twenty feet in front of each leader. The leader then dribbles the ball from the starting line, around the obstacle, and back to the next player in line. This is repeated until each player has had a turn.

SOCCER DRIBBLE AND KICK

Groups are formed the same as for Soccer Dribble except that a finish line is drawn twenty feet away from the starting line and no obstacles are used. The leader of each group dribbles the ball to the finish line and returns it by an instep kick to the next player in line, who stops the ball by blocking or trapping it. The practice continues until everyone has had a turn.

LATERAL PASSING

The player should be lined up side by side about five feet apart. The player at the extreme right places the ball on the ground in front of him and with the inside of his right foot passes the ball to the player on his left. This player traps the ball then passes it to the next on his left. and so on until the ball has reached the end of the line. It is then sent back to the starting player by the same method using the inside of the left foot. In the same manner practice may be given in lateral passing with the outside of the foot.

DRIBBLE AND LATERAL PASS

The player on the extreme right is given a ball and starts dribbling down the field, the other four line leaders running to keep slightly ahead of the ball. The player with the ball dribbles for about ten feet, then passes to the player on his left, using the inside of his right foot. The ball must be passed ahead of the running player so that he will be able to receive it without stopping or slowing down. This player dribbles and then passes it to his left and so on until the player on the extreme left has dribbled the ball. It is then passed back to the starting player in the same manner, using the inside of the foot left for passing. The same formation may be used for practicing lateral passes with the outside of the foot.

Soccer Skill Games

Some of the preceding skill practices may be used as skill games by two or more groups competing against each other. These are: Soccer Dribble Relay; Soccer Dribble and Kick Relay; Lateral Pass Relay.

Elementary Soccer Team Games

GOAL LINE SOCCER

Players— Sixteen to twenty, divided into two equal teams

Equipment — One volleyball

Object of the Game —

For a team to win the game by scoring the most points. Two points are scored for a team each time an end player kicks the ball across his opponents' goal line, not higher than the defenders' shoulders. One point is scored for a team each time the opponents commit a foul.

Space and Formation — Mark off a square playing area measuring 30 to 40 feet on each side. The two goal lines are at opposite ends of the playing area. Mark off a restraining line parallel to and four feet inside of each goal line. Divide the players into two equal teams. The players of each team take positions between their own goal line and restraining line. Players on each team face their opponents. A ball is placed in the centre of the playing area. If there are an odd number of players, one may be selected as the referee and does not play. If there are an even number of players, one may be selected to officiate while playing the game. After the game has been in progress, it may be necessary to adjust the size of the playing area according to the skill of the players.

Playing Rules —

On a signal from the official, the end players on each team (players 1 and 8) run to the ball and attempt to kick the ball over the opponents' goal line, not higher than a goal player's shoulders. If successful the kicking team scores two points.

The end players not in possession of the ball attempt to gain control of the ball to prevent a score being made by the opposing end players. If successful in gaining possession of the ball, they attempt to score for their team.

The goal players must remain behind their restraining line. They try to prevent a kicked ball from crossing their goal line. A kicked ball, below the waist, must be kicked, trapped, or blocked. A kicked ball or bouncing ball, waist high or above, may be caught with the hands and thrown, batted, or blocked with any part of the body. Play continues until the end of the playing period. The team having the highest number of points is declared the winner.

It is a violation if:

a. A ball is kicked over one of the side lines

b. A ball is kicked over the goal line above shoulder height

c. An end player inadvertently kicks the ball over his own goal line.

When a violation occurs, play is stopped and the players of both teams rotate positions. After rotation the ball is put in play as at the start of the game except that new end players now oppose each other.

It is a foul for an end player to:

a. Trip, push, rough, shove, or hold an opponent

b. Touch the ball with his hands or arms

It is a foul for a goal player to:

a. Step over the restraining line into the playing area

b. Bend over or stoop to field a ground ball (players may catch a fly or bouncing ball that is at least waist high)

c. Hold a fairly caught ball more than three seconds

For each foul, one point is scored for the opposing team. When a goal is scored or when a violation occurs or a foul is committed, play is stopped and the players on each team rotate positions. This is done by having the original end players take positions in the middle of their respective goal areas (between players 4 and 5). The goal players on either side extend right and left, and the new end players (player 2 and 7) are ready for the signal to start the game again.

ZONE SOCCER

Players—Sixteen to twenty players, divided into two equal teams

Equipment — One rubber soccer ball

Object of the Game —

1. For a team to score by kicking the ball across the opponents' goal line between the goal posts and under the crossbar.

2. For the defensive team to keep the opposing team from scoring by gaining possession of the ball and advancing it toward their opponents' goal.

3. For a team to win the game by scoring the most goals (points) during the playing period.

Space and Formation — Mark off a playing area 70 yards long and 40 yards wide. The long lines that bound the field are called touch lines. The shorter lines at the ends are the goal lines. Five feet in front of each goal line and parallel to it, mark off a line the width of the field to be known as the goalkeeper line. Then, twenty yards in front of each goal and parallel to it, mark off a line from touch line to touch line. This line is called the halfback line. Finally, a centre line, parallel to the goal lines, is marked off bisecting the field. Where necessary, the playing area and the several zones should be adjusted in accordance with the skill of the players. Goal posts, eight yards apart, are placed in the centre of each goal line. The crossbars on top of the goal posts are seven feet high. Where goal posts are not available, markers can be used to simulate goal posts. Without a crossbar, the height of the goalkeeper's head can serve as the height of the goal.

If there are eight players on a team, the four forwards, equally spaced, take their starting positions just behind the centre line. Similarly, the three halfbacks take positions just back of their own halfback line and the goalkeeper places himself in front of his goal and behind the goalkeeper line. If there are nine of forwards. In the case of ten players, there would be five forwards, four halfbacks, and a goalkeeper. The toss of a coin (or some other method) determines which team will put the ball in play by a place kick (kickoff). The ball is placed in the middle of the field on the centre line.

Playing Rules—

On a signal from the leader, one of the two middle forwards place kicks the ball across the centre line toward the opponents' goal. (At the same time, the opposing forwards likewise cross the centre line. They may not interfere with the kicked ball when play is started.) A goal may not be scored directly on a kickoff.

The forward who first kicks the ball may not play it again until it has been touched by another player. The forwards advance the ball by dribbling and short passes to teammates. When the ball has been advanced to a position near the opponents' goal, one of the forwards attempts to kick the ball through the goal. If he is successful, one point is scored for his team. Forwards may not cross the goalkeeper's line in attempting to score.

If the opposing halfbacks gain possession of the ball, they attempt to kick the ball to their forwards so they in turn can advance the ball and attempt a try for goal. The halfbacks must confine their play to the halfback zone bounded by the goalkeeper line and the halfback line. The forwards may not recross the centre line but must limit their play to the centre and halfback zones farthest from their goal line. The goalkeeper is restricted to the playing area between the goal line and goalkeeper line. Play continues with the forwards trying to advance the ball and the defensive halfbacks and goalkeeper attempting to prevent a score, secure possession of the ball, and kick (pass) it to their own forwards.

When a goal has been scored, the team scored upon puts the ball in play in the same manner as at the start of the game. Players take their original starting positions and on a signal from the leader the ball is kicked by one of the forwards whose team was scored upon.

If a ball crosses the touch line on either side of the field the ball is dead and play stops. A player opposite the team which last touched the ball in the field of play places the ball on the touch line where the ball went out-of-bounds for the kick-in. This player then kicks the ball to a teammate. He may not play the ball again until it has been touched by another player. A goal may not be scored directly by a kick-in, and the opposing players must remain at least five yards away from the ball until it has been kicked. After the kick-in, the player returns to the playing field, that is, to the zone (s) to which his playing activities are restricted. He may not interfere with other players or play the ball until reaching his respective zone (s). If a ball which crosses a touch line was last touched simultaneously by opposing players, the two players lline up five yards inside the spot where the ball went out-of-bounds. The players face their opponents' goal line and the leader drops the ball between them. As soon as the ball touches the ground,it may be played by either or both players. All other players must remain five yards from the ball until it has been played.

When a ball which was last touched by a player of the attacking team crosses the goal line, the goalkeeper puts the ball in play by a punt or place kick from any point within his goal zone. Opposing players must not come nearer than five yards until the ball has been kicked.

A ball crossing the goal line (not between the goal posts and underneath the crossbar), which was last touched by a defending player, is dead and play ceases. The ball is placed on the ground at a point where the touch line and goalkeeper lines intersect. A forward of the attacking team, on that side of the field, place kicks the ball to a teammate. A goal may not be scored by this kick directly and all opposing players must remain five yards from the ball until it has been kicked.

It is an infraction of the rules:

1. For a forward, opposite to the team kicking off, to interfere with an opposing forward or the kicked ball through failure to cross the centre line when play is started.
2. For a player to cross into a zone in which he is not entitled to play, except for halfbacks when making a free

kick in the centre zone.

3. For the kicking player on a kickoff, kick-in, or free kick to play the ball before it has touched by another player.

4. For players. so restricted, to approach nearer than five yards to the ball until it has been kicked.

5. For a player who has kicked a ball following an out-of-bounds play or free kick to interfere with an a opposing player or the ball before returning to his playing zone (s).

6. To play or touch a ball dropped by the referee between two players before it has touched the ground.

7. For the goalkeeper to delay getting rid of a ball which he has trapped or caught.

8. For a player to touch the ball with his hands or forearms (only the goalkeeper may catch the ball and throw it).

9. For a player to hold, push, kick, trip, charge or rough an opponent.

10. To place the hands or arms on an opponent to interfere with his play.

11. To be guilty of unsportsmanlike conduct.

The penalty for the infraction is a free kick, awarded to the team not committing the violation or foul. The ball is placed upon the ground at the point of infraction and put into play by a place kick. A goal may not be scored from this kick-the ball must be played by at least one other player. Opposing players may not come nearer than five yards until the ball has been kicked. Attimes this rule may necessitate a halfback making the place kick from the centre zone nearest his goal. As soon as the balll has been kicked this player must return to his respective playing zone.

Teaching Suggestions-

1. Have players rotate after a goal or point has been scored. Or, have them rotate at the end of a designated period of play. In the latter case have the teams change goals.

2. Teach players to dribble or pass the ball to teammates rather than to kick it straight ahead to an opponent.

Shorter passes will be more difficult for opponents to intercept.

3. Teach players to stay on their own side of the field. They should play in their own imaginary lanes. Refer to the starting positions.

4. Adjust the playing area and zones, when necessary, according to the skill of the players. There should be neither too little scoring not too mush scoring in the game. There should be a balance between offense and defense in this respect.

SIMPLIFIED SOCCER

Players—Sixteen to twenty-two players, divided into two equal teams

Equipment — One soccer ball

Object of the Game —

1. For a team to score by kicking the ball across their opponents' goal line between the goal posts and under the crossbar.

2. For the team not in possession of the ball to prevent their opponents from scoring by gaining possession of the ball and attempting to score.

3. For a team to win the game by scoring the most goals during the playing period.

Space and Formation — Mark off a playing area 80 yards long and 40 yards wide. The long lines that bound the field are called touch lines. The shorter lines at the ends are the goal lines. A half-way line, parallel to goal lines, should be marked off bisecting the field. Where necessary, the playing area should be adjusted in accordance with the skill of the players. Goal posts, eight yards apart, should be placed in the centre of each goal line. The crossbars placed on top of the goal posts are seven feet high.

If there are eight players on a team, four forwards take starting positions just behind the half-way line. The two halfbacks, equally spaced, take positions some fifteen yards behind their forward line. The fullback is stationed about twelve yards from the goal line in the middle of the playing area. The goalkeeper takes a position in front of his goal.

If there are nine players on a team , the additional player is added to the fullback line. In the case of ten players, the additional player is added to the frorward line. In the even of eleven players, there will be five forwards, three halfbacks, two fullbacks and one goalkeeper on each team.

Playing Rules—

At the start of the game, the players of each team take positions in their own half of the field. During the game the players should play up and down the field in their own imaginary lanes. Forwards play offensively and their primary function is to advance the ball in an attempt to score. The halfbacks play offensively only in that they serve to "feed" the ball to their forwards. They also play defensively by guarding an opposing forward on their side of the field. The fullback " feeds" the ball to his halfbacks and also guards one of the opposing inside forwards. The fullback and goalkeeper are primarily defensive players and remain near their own goal.

Some method is used to determine which team will put the ball in play by a kickoff. The ball is placed on the halfway line in front of one of the inside forwards on the kicking team (in the centre of the halfway line when there are five forwards). Opposing players must remain eight yards away from the ball until it has been kicked. On a signal from the leader, the forward kicks the ball forward. He may not play the ball again until it has been touched by another player. A goal may not be scored scored directly on a kickoff.

The forwards advance the ball by dribbling and short passes to teammates. When the ball has been advanced to a position near the opponents' goal, one of the forwards should attempt to kick the ball through the goal. If successful, one point is scored for his team.

While the forwards are advancing the ball, the opposing halfbacks, fullback and goalkeeper attempt to gain possession of the ball and kick it to one of their forwards. The latter have remained on a line about thirty yards in front of their own goal. When they receive the ball the forwards advance and attempt to score.

When a goal has been scored,the team scored upon puts the ball in play by a kickoff as at the start of the game. Play continues in this manner until the end of the playing period. If the game is played in periods, the teams may change goals at the end of each quarter.

If a ball crosses the touch line, the ball is dead and play stops. A player opposite the team which last touched the ball in the field of play places the ball on the touch line where the ball went out-of-bounds. This player kicks in the ball to a teammate. He may not play the ball again until it has been touched by another player. A goal may not be scored directly from this kick, and opposing players must remain at least eight yards away from the ball until it has been kicked. If a ball which crosses a touch line was last touched simultaneously by opposing players, the two players line up five yards inside the spot where the ball went out-of-bounds. The players face their opponents goal line and the referee drops the ball between them. As soon as the ball touches the ground, it may be played by either or both players. All other players must remain eight yards from the ball until it has been played.

When a ball crosses the goal line, without a goal being scored, if it was last touched by a player of the attacking team, a fullback or the goalkeeper of the defending team puts the ball in play by a punt or place kick. The kick is taken from a point on the goal line where the ball went out-of-bounds. No player of the opposing team my approach nearer than eight yards until the ball has been kicked.

A ball, crossing the goal line (not between the goal posts and underneath the crossbar) which was last touched by a defending player, is dead and play ceases.

The ball is placed on the ground at a point where the touch and goal lines intersect. A forward of the attacking team, on the side of the field where the corner kick is to be made, kicks the ball to a teammate. A goal may not be scored on this kick directly and all opposing players must remain eight yards from the ball until it has been kicked.

It is an infraction of the rules:

1. For the kicking player on a kickoff, kick-in, corner kick, or free kick to play the ball again until it has been touched by another player.
2. For players opposite the kicking team to approach nearer than eight yards to the ball until it has been kicked. This applies to kickoffs, kick-ins, corner kicks, and free kicks. In the latter case, the goalkeeper may remain on the goal line between the goal posts if a free kick is taken less than eight yards in front of his own goal.
3. To play or touch a ball dropped by the referee between two players before it has touched the ground.
4. For the goalkeeper to delay getting rid of a ball which he has caught or to take more than four steps with the ball in his possession.
5. For a player to touch the ball with his hand or arm (only the goalkeeper may catch and throw it).
6. For a player to hold, push, kick, trip, charge, or rough an opponent.
7. To place the hands or arms on an opponent to interfere with his play.
8. To be guilty of unsportsmanlike conduct.

The penalty for a rules' infraction is free kick. This is awarded to the team not committing the violation or foul. The ball is placed upon the ground at the point of infraction and put into play by a place kick. A goal may not be scored directly from this kick. Opposing players may not approach nearer than eight yards until the ball has been kicked. When the distance is less than eight yards from the goal the players opposite the kicking team may take positions anywhere on their goal line.

TRACK AND FIELD ACTIVITIES

It is probably undesirable to have extensive track and field activities for the elementary grades, and it is not recommended that such activities as putting the shot, throwing the discus or javelin, or distance runs of any kind be a part of the programme. Boys and girls of the upper elementary grades, however, do derive a great deal of pleasure and benefit from many track events, and it is well for children at the elementary school level to learn some thing of the skills involved in these activities.

RUNNING

In running at high speed, the following points should be observed: In the forward strides the knees should be lifted high, so that the upper leg is at least parallel to the ground, and many will find it desirable to lift the knees even higher. The toes should be kept pointed straight forward all the time, and the weight should be on the balls of the feet when the feet are on the ground. The legs in moving forward with each new stride should move through the plane which makes for the shortest distance from the former position of the foot to its new position on the ground almost directly in front of the body. The most common error is swinging the feet or knees out from the body.

The hands should be closed, but not clinched; the arms should be bent at the elbows, so that they form a right angle, and they should swing forward and backward from a position where the hand is almost directly in front of the nose to a position where the hand is about even with the hip. The most common errors are failure to use the hands at all and excessive twisting of the shoulder. The upper body should be kept straight, and the whole body should lean as far forward as possible without falling.

These simple fundamentals will be most helpful to children learning how to run. At rapid speeds the motions are more vigorous, and at slower speeds all motions are decreased proportionately.

STARTING

The proper form for starting, while not extremely important for elementary school pupils, is frequently very interesting to them. This is especially true if they have had opportunity to see high school or college students run. A simple formula for teaching this is to have the student kneel on one knee and place the opposite foot on the ground even with the knee upon which he is kneeling, with one or two inches separating the knee and the foot. The fingers are placed on the ground in tent like effect about six inches in front of the knee and foot with the thumbs and forefingers along the starting line. The distance separating the hands is slightly wider than the width of the shoulders. The elbows are kept straight, but not rigid. In this position the pupil then raises the knee which is on the ground about six inches and, as he does so, leans as far forward as possible, so that much of the weight is on the fingers. The back is kept straight, with the hips slightly higher than the shoulders and the face forward.

The pupil will find it advantageous to dig small holes, in which the toes and a slight portion of the balls of his feet may rest. When the start is made, there is a drive off both feet, accompanied by a strong arm action. The first step is short, and the body for the first few steps is leaning far forward. The commands for the start are: "On your mark," at which times the weight is on the knee on the ground and the hands are in proper position; "Get set," when the knee is raised and the weight shifted forward on the fingers; and "go," when the drive off both feet is made. The time interval between commands is left to the starter's discretion. Enough time should be allowed between commands for all starters to get ready for the next command. It is recommended that little time be devoted to the start, unless there is some particular motivation on the part of the pupil for this work.

THE RUNNING BROAD JUMP

The running broad jump is usually very interesting to elementary children. The principles used in running are the same as previously described. The distance run should be far enough to get up full speed and will probably be about sixty feet for pupils of the elementary school. The pupil runs at full speed and leaps off one foot at some designated line, attempting to land as far forward as possible. At the time he springs off one leg, he will find it advantageous to lift the knee of the opposite leg vigorously.

In jumps where there is competition, each pupil is allowed three trials. If he steps over the take-off line on any jump, it is a foul and the jump is not measured, although this counts as one of his three trials. The distance measured is from the take-off line to the point closest to that line at which any part of the body or hands again strike the ground. Consequently, the jumper will find it essential to fall forward when he lands. There are many technical points that the advanced student may learn about jumping, but these are not necessary or desirable at the elementary school level.

THE STANDING BROAD JUMP

The standing broad jump is a good field activity, though no longer used in high school or college meets. The pupil stands on both feet, with the toes back of the take-off line. Springing from both feet and lifting his arms vigorously, he leaps as far forward as possible. Here again the distance is measured to the point closest to the take-off line at which any part of the body again touches the ground.

THE HIGH JUMP

The various forms used in high jumping today are highly technical and elementary children should not be expected to develop a high degree of skill in this activity. However, some basic principles of jumping can be mastered by children of this age. Most jumpers approach the bar from one side (the angle will vary with the individual). The length of the run also varies. The tendency of elementary children is to take too long a run. Ten to fifteen feet should be maximum.

Most beginners will prefer to take off from the foot farthest from the bar. In this jump the leg nearest the bar is "kicked up" as high as possible and a push with the take-off foot is given. The back is to the bar as the jumper goes over.

A form more commonly used by skilled jumpers is one in which the take-off is from the foot nearest the bar and the "kick" is with the opposite foot. In this type of jump the jumper rolls over the bar, crossing it with his side of the front of his body facing the bar.

In both forms the attempt is made to get the body in a horizontal position (parallel to the bar) as it passes over the bar.

Relays:

With the basic running and jumping skills at least partially mastered, many track activities are possible. For group activities there are all kinds of relays. The number is limited only by the imagination of the teacher and the children. Here are some illustrations of relays involving two or more groups of participants.

The high jump may be performed in two or more teams. Members of each team to do the high jump, and the greater height cleared by each jumper is recorded. When all have had a turn, the heights cleared by all jumpers on each team are added together. The team having the greatest total height is the winner. The broad jump can be performed in the same way.

The shuttle relay is another desirable track activity that may be performed by any number of teams and participants. The children are arranged in equal teams with an even number of players and the teams are divided in two groups. Half of each team lines up behind a starting line, one runner behind the other. The starting lines are at opposite ends of a chosen field of any width, for example 90 feet. Runners on half of each team are designated players Number One, Number Three, Number Five, etc.: players on the other half, Number Two, Number Four, Number Six, etc. Each of the teams is divided and its players numbered in this way. At the starting signal, Number One runners on each team leave their marks simultaneously and run across the field to the other half of their team and touch players Number Two at the head of the line. The Number Two runner must remain behind the starting line until touched by the Number One runner. The Number Two runner then runs to the opposite starting line and touches Number Three runner, who has moved up to the position vacated by the Number One runner.

The shuttle relay continues in this way, with each player running across to the opposite line and touching-off the next player on his team, until all runners have had a turn to run. When the last runner on a team reaches the starting line to which he has to run, his team has finished the relay. The winning team scores one point, the second-place team scores two points, etc. It is a foul for a runner to start before he is touched by a preceding runner. Non-playing judges should be appointed for each team at the beginning of the relay to record fouls and finishing positions. At the end of the relay, fouls are added to the finishing position scores and the team with the lowest score is declared the winner.

VOLLEYBALL

The official game of volleyball is played on a rectangular court 30 feet by 60 feet. A net extends across the court at the centre line, with the top of the net 8 feet from the floor. In the official volleyball game for girls, the net is lower (7 feet, 6 inches from the floor).

The skills of volleying, driving, and spiking the volleyball are difficult for elementary children. Consequently, children of this age should not be expected to play the official game. The elementary team games included in this unit are modifications of the official game designed to provide for the skill level of the various age groups. A court 20 feet by 40 feet, with the net placed at 7 or 7-1/2 feet, is recommended.

The players are divided into two teams of six players each. the object of the game is to hit the ball, once it is put into play by a serve, back and forth over the net, until one of the teams allows the ball to hit the floor or fails to return it over the net.

The game is began by a serve (a one-handed hit) from behind the end line of the serving tea. It is then played back and forth until one team fails to return it. The ball may be hit by not more than three players of a team before it crosses the net. If the serving team fails to get the ball over the net, it is a "side-out" and the opponents become the serving team. If the receiving team fails to return the ball across the net, a point is scored for the serving team and the player who served continues to serve until a side-out is called. Each time a side-out is called, the team becoming the servers rotates one position in a clockwise direction so a player other than the one who served previously will be the new server.

The official game is limited to eight minutes. When time is up, the team that is at least two points ahead is the winner; or if one team scores fifteen points (and is ahead at least two points) before the time is up, it is the winner.

Volleyball Skill Analysis

PASSING

A ball which is received below the shoulders should be played underhand. To play the ball, the arms are held in front of the body with elbows bent, hands about waist high and palms up. The hands are about an inch apart and the fingers are cupped so the ball can be played on the "cushions" of the fingers and thumbs. The ball should not be permitted to touch the palms of the hand.

In the official rules of men's volleyball, players are not permitted to hit an underhand ball with open hands. So the closed-fist method of hitting should be taught at least to older elementary school boys. In this type of pass, the ball may be hit either with the palms facing each other or with the palms up. In the former, the fists would be closed so the thumbs and forefingers form circles and contact is made with the ball by the knuckles of the thumbs and the sides of the forefingers. In the palms-up method, the ball is contacted with the "heels" of the hands and the second joints of the fingers. In both methods the hands are close together.

As the ball comes down, the knees bend and the forearms drop to a position slightly below the waist. The upward force is applied to the ball by straightening the knees and lifting the arms in a continuous motion. Correct timing should be learned so that the ball will be neither held nor slapped.

The pass is used to get the ball into the air so it can be played with an overhand pass. In girls' rules, the player may make this overhand pass to herself since she is permitted to hit it twice.

The overhand pass is used when a ball is received above the shoulders. The arms are raised with the elbows held away from the body at shoulder height and bent so that the hands are in front of the chest, fingers pointing toward the opposite hand. Palms are facing away from the body, fingers cupped, forming "ten points" on which the ball is played. As the ball approaches, the knees are bent and the trunk leans back slightly. This may be more easily accomplished if a backward step is taken by either foot. The ball should be played in front of the face. The cushions of the fingers rather than the palms of the hands should contact the ball. The straightening of the knees and the trunk and the upward extension of the arms impart force to the ball. A pass should always have a high arch so that its receiver has ample time to get into position. As in all passing, "slapping" the ball should be avoided. If the ball is played correctly with the fingers, the play should be practically noiseless.

THE JUGGLE

The term "juggle" is used here to describe a play in which the ball is hit more than once in succession by one player. It may involve underhand passes, overhead passes, or both. In either case, the ball would be played in the same manner as a pass.

THE VOLLEY

The volley is used to play the ball over the net and is executed in the same manner as the overhand or underhand pass.

THE SERVE

The server takes a position facing the net with his left foot forward (for right-handed players). The ball is held about waist high in the palm of the left hand, in front of the right leg. As the right arm is swung backward in preparation for the serve, the weight is shifted to the rear foot. To strike the ball, the right arm swings forward from the shoulder, contacting the ball just as the left hand drops from under it. The ball should not be tossed. As the arm swings forward, the weight is shifted to the front foot. The ball may be hit with the heel of the open hand or with the fist closed. When the closed fist is used, either the front or side surface may be used to strike the ball.

Volleyball Skill Games and Skill Practices

WALL BALL

Players — One to four
Equipment — One volleyball

Object of the Game —

For a player to score the most points in his turn with the ball.

Space and Formation —

Floor or ground space approximately 6 to 8 feet in length and width, adjacent to a wall. A chalk mark should be drawn on the wall approximately 7 feet from the floor. The player stands 4 to 6 feet in front of and facing the wall.

Playing Rules —

One player puts the ball in play by juggling it so that is bounces against the wall above the chalk mark. Each time the ball bounces above the chalk mark on the wall, the player plays it back up against the wall using a juggle. Play continues in this way until the ball becomes dead.

A ball is dead when it is caught, when it touches the floor or the player (except his hands), when it fails to bounce against the wall above the chalk mark after one juggle, or when it is illegally juggled.

Each time the ball bounces against the wall above the chalk mark, the player scores one point.

When the ball becomes dead, the player has completed one trial. the score for that trial is recorded, the ball again put in play, and a new score began.

Each player may have as many trials as a fair division of time permits. When four players are used, it is advisable to have them alternate turns.

At the end of the playing time, the player with the highest score on any one trial, or with the highest total score on all trials, is declared the winner.

TEAM WALL BALL

Wall Ball may be played by groups in any of the following ways in addition to the "taking turns" procedure described above:

1. Two players may form a "doubles" team and compete with another doubles team. In this game, partners on a team might take turns in juggline the ball while it continues

in play. A "team" score would result.

2. Three or four players may form a team and compete with another team, following the same procedure as in doubles play.

3. The activity may well be used for individual practice or self testing, in which case the player competes against his own previous score.

ONE LINE VOLLEYBALL

Players — Two or three on each of two teams
Equipment — One volleyball net and one volleyball
Procedure —

This is an activity to give the children maximum practice in handling the ball during the playing time.

Players take positions in a line on their own side of the net so that they approximate the "front line" of a regular volleyball team.

In playing the game, the rules of Newcomb Volleyball, Juggle Volleyball, or Simplified Volleyball may be used, depending upon the needs of the children.

JUGGLE PRACTICE

Players — Two to four
Equipment — One volleyball
Procedure —

Boundary lines, approximately ten feet square, should be marked off to keep the activity from moving from one place to another. Players take positions in a line triangle or square (depending upon the number involved).

The player with the ball tosses it up in the air and as it comes down passes it to the next player. This player must juggle the ball, i.e. he must pass to himself at least once before passing to the next player.

The play continues in this way with each player using a juggle to get the ball to the next player until a "miss" occurs. When a "miss" occurs he player nearest the ball again starts the play by tossing it to himself and passing to the next player.

The number of times a player may hit the ball may be determined in advance. If players are forming the practice of not putting enough height on their passes, they may be allowed to hit the ball any number of times (an unlimited juggle) and encouraged to play the ball high enough to themselves that they have plenty time to get in position to make a good pass. If the aim is better control of each pass, the number of hits may be limited to three or even two. If a limit is determined, hitting the ball more than the specified number of times would constitute a "miss" just as letting the ball hit the ground would.

KEEP IT UP

Players — Eight to sixteen

Equipment — Two volleyballs, one or two volleyball nets

Object of the Game —

For one team to make the highest number of points by plating the ball over their own net (or own half of the net) more times in succession than their opponents.

Space and Formation- Have players arranged into two teams of four to eight players each. Each team may use a separate court and net or each team may occupy one half of the width of one court, each playing over one half of the net.

Playing Rules —

Players take positions, with half the players on each team on the opposite side of the net from the other players on their own team.

Each team puts its own ball in play by a toss over the net from either of the front line positions.

The ball continues in play, provided it is legally played according to the rules being used, until it touches the ground or an obstruction out-of-bounds. (The rules of any of the elementary volleyball team games may be used.)

One point is scored for the team playing the ball each time it passes over the net while in play.

When the ball is declared dead, one "trial" is completed for the team playing the ball. The score made on this trial is recorded, the ball is again put in play, and a new score is began.

On succeeding trials, each team attempts to better the score made on any of its previous trials.

At the end of the playing time, the team which has the highest score for any single trial is declared the winner.

(Note — It is not necessary for teams to compete at the same time. One team may play for its own record and later compare scores with a team which plays at another time. A team or group may also use this game in self-competition by competing with its own previous scores only. Any number of teams may compete at the same time, if the necessary equipment is available.)

Elementary Volleyball Team Games

SIMPLIFIED VOLLEYBALL, NEW COMB VOLLEYBALL AND JUGGLE VOLLEYBALL

Players-From four to eight players on each of two teams
Equipment- One volleyball, one volleyball net
Object of the Game-

For one team to score more points than its opponents by preventing the ball from hitting the ground on its own side of the net and by playing the ball over the net in such a way that it is difficult for the opposing team to return it successfully.

Space and Formation — A court approximately 40 by 20 feet, with a net 6 and a half or 7 feet from the ground. Players arre divided into two teams, each comprised of Forwards (Right, Centre, Left); Centres (Right and Left); Backs (Right, Centre, and Left). When fewer than eight players are used, centre players may be omitted.

Playing Rules —

General Description of the groups. These three games are considered together because groups vary in their development of the various skills of the game, hence, a group might be at the New comb Volleyball level in the serve but at the Juggle Volleyball level in passing,

Newcomb Volleyball, in general, is began with a toss over the net and continued in play with a catch, toss to one's self and volley. Juggle Volleyball is began with a juggle and juggling is required on each play. The limitations of the number of juggles required may vary with the skill of the group, Simplified Volleyball employs a regulation volleyball serve but the serving position might be moved closer to the net if the players have difficulty getting the ball over from the regular serving position. The ball is played with a juggle as in the official game for girls, that is, the ball may be hit as mush as twice in succession but players are not required to hit it more than once.

Serving the Ball — The side to serve first may be designated by the referee or determined by a toss. After each score the ball is again put in play by a serve, taken by the proper team and the proper player as determined by the scoring and rotation rules in effect. The position designated as the server's position and the type of serve to be used vary with the progressive forms of the game. Under all rules the ball on the serve must go completely over the net to be legally served. If it touches the top of the net and goes over, the ball has not been legally served. In all forms of the game a server continues to serve for his team until "side-out" is declared.

(a) *Newcomb Volleyball* — The server may be designated as the Right Forward, Right Centre, or Right Back player. The server puts the ball in play by tossing it over the net to the opposing team.

(b) *Juggle Volleyball* — The server may be designated as the Right Forward, Right Centre, or Right Back player. The server puts the ball in play by setting it up to himself with an uuderhand toss, then hitting it with an overhand pass which sends it over the net to the opponents' court. This is known as a "Juggle serve."

When the serve is made by the Right Back an assist may be made on the play, i.e., the server may serve to a teammate on the forward line who sends the ball on over the net with a juggle. Only one player may assist a serve.
(c) *Simplified Volleyball* — The official volleyball serve is used. It may be taken by the Right Centre, with no assist being allowed, or it may be made by the Right Back from behind the right half of the end line. In the latter case, it is illegal for the server to step over the end line until the ball has left his hands. A server is allowed two trials at the beginning of his term of service to send the ball over the net. If the serve is made from behind the end line, an assist by one player is permissible.

Playing the ball — In all forms of the game a ball which hits the top of the net and goes over is a good ball and still in play, except when it touches the net on the serve.
(a) *Newcomb Volleyball* — The ball is played back and forth by the use of a "catch and pass"; i.e., a player receives the ball by catching it, then plays it by tossing it up to himself and hitting it with an overhand or underhand volley. Back line players should pass the ball to a forward before it is played over the net. This may be applied as a rule, or merely encouraged. The ball may be played by any number of players on one side of the net before being sent over.
(b) *Juggle Volleyball*— The ball is played back and forth by the use of a "multiple juggle," i.e., a player may be allowed to hit the ball any number of times. The number of times a player may be allowed to hit the ball in succession may be decreased as the players' skill increases. The ball may be played by any number of players on one side of the net before being sent over. Back line players should be encouraged to pass the ball to forwards. This idea may be incorporated as a rule where advisable.
(c) *Simplified Volleyball* — No player may hit the ball

more than twice in succession. Requiring the players to juggle is advisable, especially for girls until juggling skill has been mastered.

Out-of-Bounds— A ball is out-of-bounds when it strikes the ground or any object other than a player outside the boundary lines of the playing court. Players may play the ball outside the playing area provided it is played back in-bounds before it strikes the ground or another object. The player who touches the ball last before it strikes out-of-bounds is considered to have caused it to go out-of-bounds.

Scoring — A point is scored for the serving team each time an opponent.

1. Touches the ball last before it goes out-of-bounds
2. Permits the ball to touch the ground on his team's side of the net
3. Touches the net while the ball is in play
4. Plays the ball illegally as determined by the playing rules in effect
5. Causes the ball to go under the net
6. Delays the game (when the game is being played on a time basis)

Side-Out — A side-out occurs and the serve passes to the opposing team when any player of the serving team commits any of the above actions for which a point is scored for the opposing team, or:

1. Serves a ball illegally, as determined by the service rules in effect
2. Assists a serve illegally, as determined by the service and assist rules in effect
3. Fails to get the ball over the net in the allotted number of trials

Rotation — Teams rotate(move one position)in a clockwise direction. A team rotates just before it begins its new term of service, that is, when a side-out is called, the team entitled to serve rotates before putting the ball in play.

Duration of Play — Play may continue either for a designated length of time or until either team secures fifteen points.

When conditions favour one side of the court, it is well to divide the game into halves and permit teams to change courts at half time.

CHAPTER -5

CLASSROOM GAMES

Classroom games make a unique contribution to the attainment of the objectives of a well-balanced programme of physical education. Games included in this section are of a social recreation type and are taught with particular emphasis on growth in understanding of social behaviour. The same underlying principles of good leadership and good followership, the same standards of courteous sharing and self-control, and the same emphasis on the development of the individual's responsibilities in group endeavors are present in each situation offered through these games.

THE CLASSROOM GAME PROGRAMME

As games are played, then analysed or evaluated, children may gain a better understanding of ways to be self-directing in the use of their free time and acquire a deeper insight into socially acceptable behaviour. Each child needs a large repertoire of games suitable for various social situations both in and out of school. To know interesting and wholesome things to do during free moments or on social occasions is valuable to the child. In a discussion of the suitability of games for varioous situations the teacher has the opportunity to help children understand the appropirateness of behaviour. If a game is suitable for an outdoor party but is too rowdy for a home party, a good discussion may take place on the courtesies expected of guests in a home. The children may also learn more about games and game leadership-their suitability to various occasions, the things to be considered in planning a balanced selection of activities for recreational use under different circumstances, and the ways is which activities should be conducted to bring greatest satisfaction.

With this in mind the period of classroom games becomes a definite and valuable process of recreation education and not just a series of things to do when the weather is bad.

Suggested Use for Classroom Games

Classroom games may be taught which are appropriate for use before school, during the noon hour, and after school; for school parties; for the enrichment of other classroom subjects; for use the home; for automobile trips; for club meetings; and for children's parties, picnics and outings.

Before School, Noon Hour, and After School— These games may be used on many occasions before school, during the noon hour, and after school. Elementary school children who arrive earlly for school are less prone than older children to spend this time studying, and they welcome opportunities to use the time enjoyably. Many of these games also may be played after lunch, before the afternoon session begins. After school, classroom games may be played by the children who must wait for the bus home.

School Parties — Other school uses for these games are found in the planning and conducting of school and class parties. Here the teacher may effectively guide the wise selection of activities and may reemphasise the carry-over values of the practice of favorable social responses which have been taught during the physical education period.

Related to other Classroom Subjects— Many of these games provide an interesting method for varying the application of fundamental skill and understanding in language arts social studies, and arithmetic. The teacher may use some of these games to add interest to review in a particular area of study. Even when played solely for enjoyment, the games may present problems which cause the children to become aware of certain subject needs. Appropriate classroom games might then be used as a point of departure in the teacher's approach to these studies.

Family Fun — Although opportunities for family group recreation have decreased markedly in recent years, many people today fail to take advantage of the numerous occasions which arise for retaining the unquestional values of this important phase of family life. Many of the games learned at school can be played by the family around the dinner table, on holidays or Sundays when relatives or friends drop in for the afternoon, when bad weather or illness keeps the family at home, when older children have the problem of taking care of the younger ones, when a convalescing member needs special entertainment, or on numerous backyard occasions when children have grown tired of more active games. Many of these activities are enjoyed by young and old alike.

Automobile Trips — Long automobile rides, and often school bus rides, create opportunities for certain games to be enjoyed. A long automobile trip seems short and is more enjoyed by all passengers when the children's games offset boredom.

Club Meetings — So obvious are the opportunities for the use of these activities in the programs of the Cub and Brownie Scouts, recreation department clubs, and Sunday school groups that they need not be detailed here. Teachers and children alike who participate in such programs will find innumerable uses for games of this kind.

Children's Parties — The traditional and much-loved children's birthday parties, seasonal and holiday parties of all types-are important childhood events in which many phases of the classroom game programme may be applied. Teaching the use of the these games in party situations is an important part of the instruction in this phase of the physical education programme. Guidance may be given in social etiquette on the elementary school child's level as well as in the planning and conducting of suitable activities for specific occasions.

Picnics and Outings — Picnics and outings offer recreational situations where some of these activities may be used. The well planned family picnic, Sunday school picnic, school, class or club outing, and campfire programme demand far more than refreshments to render them successful. Through the classroom game programme the children should be learning the rudimentary skills of good planning and careful preparation which are necessary for such occasions.

General Teaching Suggestions

Grade Placement and Selection of Activities — The advisability of recommending any of these activities for a specific grade level is highly questionable. Due to the nature of the games themselves, most of them can be played and enjoyed by young and old alike. Some activities are obviously more suited to the younger children, while others are more appropriate for the older ones but on the whole they have rather wide adaptation. Games which require a knowleged of arithmetic, spelling, geography, act., obviously cannot be used with children who have not yet acquired the necessary information.

Teaching New Games — Some of the games are fun only when played in small groups, others only in large groups, while others may be adapted to any number. In teaching a game for which a small number is needed, the class may be divided into groups of the appropriate size and all learn the game at the same time, or the teacher may demonstrate the game to the class using one of the groups.

Creating Learning Situations — The procedure of choosing from one to four children to be hosts or leaders for different games to be played at the same time, and having the other children choose the games they wish to play, might frequently be employed after the group has learned a sufficient number of games. Thus children are provided with additional opportunities for leading and following in different types of activities with particular emphasis on the social situations which arise. Emphasis may be placed on certain conduct responses such as self-control in relation to noise and boisterousness, sharing generously, waiting turns quietly and patiently, following directions closely, and courteous consideration of others.

For maximum carry-over values, all opportunities should be used to stress these favorable response in social situations, the in-school and out-of-school uses of these activities, and the techniques for planning and conducting these games.

DESCRIPTION OF ACTIVITIES

TABLE GAMES

Bingo, Chinese Checkers, Checkers, Anagrams, Dominoes and other games of this type are adaptable to many situations where classroom games are used. Playing directions are provided with the games, which may be purchased inexpensively or furnished by various members of the class. The children also enjoy making the necessary equipment for many of them as part of a class project.

AFFINITIES

Write on separate cards twowords which go together, such as bread and butter, black and white and other suggested below. When the leader flashes one card, the first player to call its related word may have the card. The object of the game is to see who can collect the most cards. Suggested affinities are:

Bread-Butter
Salt-Pepper
Hot-Cold
Mother-Father
Shoes-Stockings
Cats-Dogs

ARITHMETIC SPIN AND PLATTER

Players form a circle and are given consecutive numbers above ten. It is selected and stands in the centre of the circle to spin the platter (a paper plate, kettle lid, or cardboard disc). Rather than calling a player's number, as is done in regular Spin the Platter, the It may use either addition, subtraction, multiplication, or division as arithmetical devices for indicating the player intended. For example, as the It spins the platter, rather than calling out, "Number 15," he might call, "Number 5 times 3." Number 15 should know, of course, that it is he who is called, and he must run to the centre and catch the platter before it falls to the floor. Addition may be used, as "Number 7 plus 8"; subtraction, "Number 19 minus 4"; or division, Number 30 divided by 2," etc. The game may be played by employing only one arithmetical process at a time, or a combination of any two, three, or all four processes. If the right player called succeeds in catching the platter before it falls, he may be the next It. If he fails, or if the wrong player runs out, he must return to his place. The exact rules of the game, including the size of the circle, should naturally be adjusted to the ability level of the children and it may well be related to the arithmetic being studied at the time.

Variations — Arthmetic Catch the Balloon. This game is played exactly the same way except that a balloon is tossed into the air by the It. Here the player called must catch the balloon before it falls to the floor.

Arithmetic Catch the Cane — In this game, the It balances a cane upright on the floor and as he lets it go calls another player by using an arithmetical problem. the player must catch the cane before it falls to the floor.

AUTOMOBILE TWENTY-ONE

Players attempt to be the first to reach number 21 by watching the license plates of approaching automobiles for the consecutive numbers beginning with number 1. All numbers must be found in their consecutive order, although it makes no difference where on any license plate they occur. Both digits of number 15, for example, may be seen on a license reading, 752013. Only one number of the two digits of those numbers over nine, may be counted from one license plate, however. If a player is looking for number 3 and sees the license number 397,420, he may count it as having seen both number 3 and number 4. Players call out the numbers as they see them. The game is most interesting when players take turns; for example, the first player takes the first approaching license, the second player the next, and so on. Only cars approaching from the opposite direction may be used. Cars going the same direction as the players, or parked cars, do not count.

BALLOON VOLLEYBALL

The players are divided into two groups. They may be seated in the schoolroom or standing in a space approximately 30 feet by 30 feet. Each group is given a balloon. The object of the game is to keep the balloon from touching the floor, or the desks if the children are seated. If it does touch the floor or furniture, one point is scored, and the balloon is put in play again by tossing it up. The balloon may not be caught or held. It must be batted. At the end of the playing period the team with the smaller score is the winner. The balloon may be batted only once in succession by one individual, but it may be batted any number of times by all players.

BEANBAG RACE

The children are arranged in relay formation or are seated at their desks in rows. Every other child, that is , the first, third, fifth, and so on, in each row has a beanbag. A circle twelve inches in diameter is drawn at the front of the room in front of each row. On the signal to go, the first person in each row runs forward and places his beanbag in the circle in front of his row and returns to his seat. When he seated, the second person runs up and gets the beanbag and returns to his seat. The third puts a beanbag in the circle, and the fourth picks it up, and so on until the last person in the row has had a turn. The first row to finish is the winner. If there is an uneven number off players in each row, the game should be repeated a second time, having the first person run up to get the beanbag left by the last runner, the second leave the beanbag, and so on to the end of the row. In this way the game will end as it began, with the children who had beanbags again having them in their possession.

BEANBAG WASTEBASKET PITCH

Place a wastebasket in a convenient place from which a throwing line may be established, from ten to fifteen feet away. The players take turns, each throwing three beanbags consecutively from the throwing line to the wastebasket. One point is scored for each beanbag that goes into the basket. The player with the highest score at the end of the playing time may be declared the winner, or a set number of points may be established and the first player to earn that score is considered the winner.

BIRD, BEAST, OR FISH

One player stands in front of the room calls the name of a person, and says, "Bird, beast, or fish-bird," and immediately begins to count to ten. Before he finishes the count, the player whose name is called must name a bird that has not already been named. If he names what is called for before the leader counts ten, he may be the leader; otherwise, the leader calls on another player.

Variation — Rather than limiting the game to birds, beasts, or fish, any study subjects in geography, history, literature, or nature study may be used.

BLACK MAGIC

In this game two people must be in "cahoots," or understand the trick. One of these players goes out of the room and the other stands in front of the group. The group decides on an object in the room, such as a flower vase. The first player then comes back in, and his partner begins asking, "Is it the table ?" "No." "Is it the picture on the wall?" "No." This continues until he asks if it is any object that is black in colour, and again the answer is "No." Following this, however, he will ask if it is the object decided upon, and the guesser knows that it is. Always the object mentioned after some black object is the right one.

Variation — Red, White, and Blue Magic. The same game may be played using first a red, then a white, and then a blue coloured object consecutively before the right object instead of always using black. In this game, then, the colour of the object named as a çue before the correct object is changed after each correct guess.

BUZZ

The group starts counting around the room consecutively. When it is time to say 7, a number containing a 7, or a multiple of 7, the word "buzz" must be said instead. If a player says 7, 14, 17, 21, etc. instead of "buzz" he has one point scored against him. Seventy-one is "buzz-one," and seventy-seven is "buzz-buzz." Start over again when one hundred has been reached. Any other number may be substituted for 7 and be the "buzz" number in succeeding games. The player with the lowest score wins.

BY-PASS

Players are in a single circle, the children designated, alternately as Number One's and Number Two's. All Number One's form one team; the Number Two's form another. Both groups remain in the original single circle formation. The captains of each team stand opposite each other in the circle, each holding a ball or a beanbag. The object of the game is for players to pass the ball around the circle counterclockwise, passing only to teamamtes and attempt to overtake the opponent's ball. A team which succeeds in doing this score one point, and the game is started over again by the captains.

CHARADES

The children are divided into small groups of approximately five to seven players. Each group is given a certain length of time to work up a charade. This is done by selecting a word of several syllables and enacting each syllable. When all are ready, each group in turn enacts its word and the rest of the players try to guess it. **Variations-** Limiting the subjects for the game adds interest for a variety of purposes. For example, charades may be limited to words of historic, literary, or nature study significance, etc.

COFFEE POT

An It is selected and must leave the room while the other players select some verb. When It returns, he tries to guess the verb selected by asking questions of the other players, substituting the word "coffee pot" for the word he is trying to guess. Questions should be asked that can be answered by "Yes" or "No." For example,the It might question any other player like this, "Do you like to coffee pot?" "Do you coffee pot in the morning oftener than in the afternoon?" "Can you coffee pot alone?" "Do you use your legs to coffee pot?" If questions asked cannot be answered by "Yes" or "No," the player may refuse to answer or he may give any answer that will not give away the verb. It may have three guesses, after which, if he is unsuccessful, he must give up and choose another player to be It. If he guesses the very within his three trials, be may be It for one more turn.

COW POKER

While riding in an automobile, train, or bus, half of those playing take one side of the road to count the animals they see; the other take the other side of the road. Each cow counts five points; all other animals count one point. For a herd of animals only ten points may be counted. A tractor is bad luck and cancels the score of those on whose side of the road it appears. In like manner, a white horse doubles the score. The first player or "team" to score one hundred points wins the game.

COUPLETS

The group is divided into two teams. The teams line up facing each other or they may remain in their seats in the schoolroom, each team in one half of the room. The object of the game is for a team to try to give more rhyming words than its opponents. The first person on Team A gives a word such as "tell" and begins to count to ten distinctly. The first opponent on Team B must give as many words that rhyme as possible, such as "sell," "bell," before the count of ten is reached. Team B is given one point for each word named. The second player on Team B gives the word, and the second player on Team A names the rhyming words. This game is more fun when played with eight or less on a side.

DOG AND BONE

One player is designated to be the dog. He sits facing one corner of the room with his eyes closed. His bone (an eraser)is on the floor behind him. The leader selects a child who creeps up and attempts to snatch the bone. If the dog hears the player coming, he must say "Bow-wow," and, without turning around, point in the direction of the sound. If it is evident that the sound he heard was made by the approaching player, the player returns to his seat. If the player succeeds in getting the bone, he then becomes the dog.

DO THIS AND ADD SOMETHINGS

This game is most successful when played by approximately six players, although it may be varied for suitability to larger numbers. Players determine their order of turns. The first player begins any action he chooses, such as waving his hand, nodding his head, scratching his nose, hopping. etc. As he does this he says to the second player, "You do this and add something." As he continues the action, the second player imitates the first and adds a new action, repeating the quotation to the next player. The third player must perform both previous actions and at the same time add another. The game continues, each player repeating all previous actions plus his own. If a player is unable to perform all actions required when his turn comes, he must go to the beginning of the line where he becomes first player for the next game. All actions must continue simultaneously, with each player performing only those which pre ceded his plus his own. The object is to avoid having to go to the head of the line and to try to become the last player who successfully perform all the actions.

Variation — This game may be played by having each player represent a grade in school, the first player being the first grader and so forth. Here the object, similarly, is to avoid being sent back to "first grade" and eventually to becomes worthy of being the sixth grader (or whatever grade level the number players would indicate).

ERASER CHASE

Three children are selected to be its. They take positions in various sections of the room, and each places an eraser on his head. At the signal, "Go," they move around the room and attempt to knock the eraser off the head of another It without losing their own eraser. An It may not touch his eraser with his hand while he is moving or when another It is attempting to knock if off. If he does, he is out of the game. He may readjust the eraser at any time another it is not attempting to knock it off provided he is standing still. When an It loses his eraser, he immediately gives it to another child so that th game continues without interruption. If the furniture is arranged in rows, an It may not reach across from one aisle to another to dislodge another It's eraser.

FIND THE LEADER

Players stand in a single circle facing centre. One player is asked to leave the room. While he is out, a leader is selected from among the players in the circle. The leader starts any motion he chooses with his hands, arms, head, or feet, which is immediately imitated by the other players. The child who left the room returns and, as he watches the group change from one motion to another following the leader's changes he tries to find the leader. Players should make every effort not to be obvious in their observance of the leader whose changes of motion they follow. The leader, too, should help confuse the guesser by looking at any other player as if he thought he were the leader. The It is allowed three guesses to find the leader. If unsuccessful, he must "give up" and select another player to be It. If he guesses correctly, he may be It again until he has had three turns, after which he selects another to take his place. This game is most successful when played by approximately ten to fifteen children.

FIND THE RING

The children sit or stand in a circle around the desks and chairs, each holding on to a long string. A ring, which is put on the string, is passed from one person to another while one player, standing in the centre of the circle, attempts to find the ring. The ring may be passed in either direction. All players keep moving their hands on the string to deceive the guesser. If the guesser locates the ring, he changes places with the player who had it. If he fails to locate the ring after three guesses, he chooses someone to take his place in the centre of the circle and he joins the circle.

FORTY WAYS TO GET THERE

Each child is given a chance to g across the room in any manner he wishes so long as no one else has crossed in the same way. He may walk, hop, run, skip, or use any novel form of locomotion he wishes.

GHOSTS

Any number of players establish an order of turns, and the first player, thinking of any word he chooses, names its first letter. The second player, having heard only this one letter, thinks of any word beginning with this letter and names its second letter. For example, the first player may have thought of the word "cat" and named the letter "c." The second player may think of the word "crate" as a word beginning with "c" and name the letter "r." The third player, having heard two letters, "c" and "r," must add a third letter which still contributes to an authentic word he knows. The game continues, each player adding a letter to build a word and at the same time trying to avoid adding any letter that will complete a word. If a player names a letter which completes any word of more than two letters, he is said to have a "G" against his record. Successive misses by the same player classify him as having, respectively, an "H," an "o," an "s," and a "T" against him. When a player has all letters of the word "GHOST" against him, he is called a "Ghost," is eliminated from any active participation, and remains in the game with the sole object of getting some other player to talk to him. Any player who talks to a "Ghost" takes the penalty of having another letter against him.

In playing the game, only common words should be used. Each player should have an authentic word in mind when he names his letter as he is liable to be challenged to name his word. Anyone may challenge a player when he names a letter but not later on after another letter has been added. Thus, a "bluffer" is safe if he is no challenged before the next person gives a letter. If a challenged person's word is correct, the challenger takes the penalty of incurring another "Ghost" letter. If the word is incorrect, either in spelling, authenticity, or according to the rules of the game, or if the player was bluffing and had no word in mind, he takes the penalty. When play is interrupted by the ending of a word or by a challenge, the player next starts the game again by naming the first letter of any new word he wishes. Rather than using letter penalties which permit five offenses before a player becomes a "Ghost," the game may be played so that the first penalty makes the offender a "Half-Ghost" and a second or last penalty makes him a "Ghost.'

MUSIC CHAIRS

Chairs numbering one less than the number of players are arranged in a line sothat the first chair faces one direction, the second faces the opposite direction, and so forth. Usually music is used to signal the times for starting and stopping. When the music starts, players walk in single file around the line of chairs. They are not permitted to touch the chairs; if they do so they are eliminated from the game. When the music stops, each player tries to sit in one of the chairs. One player, of course, is left out and he is eliminated from the game. A chair from one end is then removed and the game continues as before. Each time a player is eliminated on of the chairs is removed. If large numbers play in one game, two or three players may be eliminated each time by removing a corresponding number of chairs from the play.

This game may be played in the schoolroom by placing a book on the desk of each seat that is not to be used when the game starts. A route up and down the aisles should be established so that players walk in a continuous line. Because the arrangement of seats in a schoolroom would usually permit two players from either side of a seat to secure it simultaneously, the rule may be made to the effect that only those who secure seat from the right hand side (facing front) are entitled to it. Eliminated players may sit in the seats which are eliminated from the play. The last player to be eliminated in the game is the winner.

GOOD MORNING

The player who is It sits with his face in his hands (or blind folded) and with his back to the other players. The leader motions to any other player who disguises his voice and says, "Good morning," meaning the It. The It replies, "Good morning,"

naming player who he thinks spoke to him. If the It does not recognise the voice, the player may repeat his good morning until the It has had three guesses. If the It can name the speaker he may be It again and another player is chosen to speak. If the It cannot name the speaker in three guesses, the speaker becomes the new It.

Variation — Knock! Knock! : This is played like Good Morning except that the player knocks on the floor behind the guesser and when asked who is there, replies, "It is I," disguising his voice as best he can.

GOSSIP

In the classroom the players may remain in their seats; when the game is played outside the classroom arrange the players in a circle. One player is designated to start the "gossip" by whispering something to his neighbour, who whispers it to the player next to him and so on around the circle. Each player must whisper with reasonable clearness but no repetition is permitted. The last person to receive the information repeats aloud whatever was whispered to him. The gossip spread in this manner may still be correct, but more than likely it will be far removed from the original statement. It is fun, then, to trace the changes in the statement by going backward and letting each player tell what he thought was said to him.

GROCERY STORE

Players are seated in a circle or in the rows of seats in the schoolroom. The first player says, "I went to the grocery store and bought apples"; the next player says, " I went to the grocery store and bought some apples and bananas"; the third player and all succeeding players repeat everything which has been said before and add an article beginning with the next letter of the alphabet.

The object of the game is to go through the alphabet as far as players are able to repeat the list and add a new purchase. When a player misses, he drops out of the game.

HANGMAN

This is a pencil and paper game which can be played by two children or with a large group divided into two teams. One person, or team, selects a word which it will use to hand the opponents. The leader draws a hangman's scaffold on the blackboard and a series of short lines for each letter in the word which is being used. The opponents take turns guessing letters. Each letter which is in the word is written on the correct line. For each incorrect guess one part of a man is drawn hanging from the scaffold. For the first incorrect guess the leader draws the head; for the second he draws the body and so on, drawing the two arms, two legs and any of the features until all the letters of the word have been guessed.

HIDE IN SIGHT

A small object is chosen by the group. As the players hide their eyes, the leader walks around the room and hides the object in plain sight. At the signal all begin looking for it by walking around the room. Without indicating in any way when or where he sees the object, each player who finds it goes to his seat and waits until the last person has found it. The first person to see the object may hide it for the next game.

HOT POTATO

The children are seated in their seats and pass a beanbag among themselves while an It attempts to tag a player with it in his possession. A player may not refuse to accept the beanbag when it is handed to him.

HUMAN BINGO

This is a get-acquainted game and may be used in the schoolroom at the beginning of a new school term. This game is best played in a group of thirty or more players. Players are asked to draw six lines vertically and six horizontally, as in Guggenheim, on a large sheet of notebook paper. The group is then given ten minutes to write a name in each space. The players must speak to each individual and ask his permission to write his name in one of the bingo spaces. Each player writes also his name on a slip of paper and gives it to the leader. When the time is up, the leader calls one name at a time as he draws from the stack. Each person crosses off those names that are on his paper. The first player to get five names down, five across, or five diagonally across calls "Bingo" and wins the game.

HUMAN TIT TAT TOE

This game is best suited for a mixed group of approximately six couples. Nine chairs are arranged in three rows of three each. One boy and one girl are leaders, the girl places one girl in a chair, the boy then places one boy in a chair and so on until all chairs are filled. The object of the game is for each leader to attempt to place three players in a line vertically, horizontally, or diagonally. One point is scored when this is done successfully. After each attempt, another couple takes a turn.

IN THE MANNER OF THE WORD

One player is selected to be It and is given a moment in which to think of an adverb which the rest of the players will attempt to guess. When he is ready, the It is asked by one of the players to do something "in the manner of the word. " For example, the adverb chosen by the It may have been "slowly". The first guesser may say to him, "Go over to the door in the manner of the word." The It would then have to do the requested action slowly. From his actions the group attempt to guess the adverb. The first player to call out the correct adverb may be It for the next game. Several adverbs which are applicable are: slowly, quickly, softly, quietly, loudly, happily, sadly, roughly, sweetly, angrily. If children have difficulty thinking of adverbs at first, some of these may be suggested.

JAR RING TOSS

Into a board approximately 12 inches by 12 inches by 1 inch, five nails are driven, one near each corner and one in the centre. If straight nails are used they should be driven so that they tilt upward. Cup-hook screws may be even better used. Below each nail is marked the number of points to be scored for ringing that nail. The board is attached to the wall at a convenient height and a starting line established approximately six feet from the board. A string six feet long may be attached to the board which, when extended, may be used to indicate the throwing distance, if drawing a starting line on the floor is not advisable.

Players take turns throwing an equal number of fruit jar rings (from two to four rings for each player) from the starting line to the board in the attempt to ring the nails. Each "ringer" scores the number marked under it. The first contestant to score twenty-one points wins the game.

KEEP MOVING

One child who is *It* turns his back on the group. Then the children begin passing a small object about the size of a button among themselves. No one may refuse to accept it, and everyone tries to get rid of the object so that he will not be caught with it when *It* says "Stop." The It then turns around and has three guesses to locate the object. If he succeeds in locating *it*, the person who had it must do a stunt and then becomes the new *It*. If It does not locate the object in three guesses, the person who had the object becomes the new It but is not required to do a stunt.

MAGIC CARPET

To represent "Magic Carpets," several three-foot squares or circles are drawn on the floor or small rugs placed so that players must walk on them as they circle the room in single file. Music or any other signal may be used to start the players walking. Any players who are stepping on the Magic Carpets when the music stops are eliminated. The game continues in this manner, the last player to be eliminated is the winner.

MAN, GUN, RABBIT

This game may be played by two players or two teams. Each team secretly decides what it wishes to represent. On a signal both teams simultaneously represent either "man," by folding arms across the chest, or "gun," by pointing straight ahead with the right arm, or "rabbit," by wiggle-wagging hands above the ears. The winner scores one point according to the key given below. In case of a tie, no score is awarded.

MEMORY RUN

One child starts the game by running from his seat and touching some object in the room. As he does so he calls the name of the object, then the name of another child and returns to his seat. The child called runs to the same object, name it, then touches and names a second object and calls the name of a third child. This continues, each child adding to the list until it becomes so long that no one can successfully name the objects in order.

OBSERVATION

On a table are placed 12 to 15 objects. The players walk by the table to look at them. The table is then covered, and the players are given about ten minutes to write down as many of the objects as they can remember. The player wins who names the highest number of objects correctly.

ODD AND EVEN

This is a game for two children but may be adapted to two couples with each person having a turn. Each person has an equal number of counters, such as pebbles, acorns, beans, buttons. One person picks up several counters from his pile and asks the other to guess whether he has an odd or an even number in his hand. If he guess is correct the guesser gets all of them; if the guess is "odd" and the number is even, the guesser must give up one of his to make the number odd; or if the guess is "even" and the number is odd, he must also give up one of his. The object of the game is to try to win all of the counters, or if the game must end before all are won, the player wins who has the greater number.

OPPOSITES

Players are seated in a circle. The leader moves about in the centre of the circle and suddenly stops in front of any player, touches some part of his own body (his nose, for example), but names another part of his body, saying " This is my eye. " The player confronted must point to and name the opposite on his own body. Thus if he touches his eye and says, "This is my nose, before the leader counts to ten, he may take the centre place and be the new leader. If he fails, the leader continues and tries to catch another player.

POP THE BAG RELAY

Players are divided into relay teams of equal numbers. On the floor beside each player is placed a small brown paper bag which has not been opened. At the signal the first player in each team blows up and pops his bag. When his bag pops, the next player picks up his bag and pops it, and so on down the line. The first team to finish wins the relay.

PROGRESSIVE POEMS

Players are divided into groups of not more than six. In the schoolroom each row may form a group. Each group is to write a poem in the following way: The first person writes a sentence, then turns the paper under and writes at the end of the line under his sentence (now covered) a word which rhymes with the last word of his sentence. This word is to be used as the last word in the sentence written by the second player. Then second player completes the sentence, turns it under, and writes a word which rhymes with his last word, and so on. When each group has finished, its paper is unfolded and the sentences are read as a poem.

RHYMING WORDS

Five or six children leave the room. Those who remain select an action word which has many rhyming possibilities, such as cheating. The leader tells the group outside that the word selected rhymes with meeting. Before coming back into the room the group selects several possible answers, such as seating, greeting, heating, beating, and decides upon ways to pantomime their meaning. They enter the room and go through the motions of seating someone. The others must guess their action, then say, "No, it is not seating," whereupon the group pantomimes a second choice. If they use up all of the words they had originally selected, they must leave the room to decide upon some other words. The game continues until the correct word is pantomimed, or until the group gives up.

RHYTHMS

Players sit in a circle or in regular schoolroom arrangement. Each person is numbered consecutively from one. Following a steady rhythm, the players slap their thighs twice, clap their hands twice, then snap their fingers on both hands. To begin the game all do the slap and clap motions. Then Number One says "One" as he snaps his left right fingers, and calls any number in the group as he snaps his left fingers. For example, he may say "One Thirteen." Without breaking the rhythm, the group slaps twice, claps twice. Number Thirteen must say his number when he snaps his right, then call a different number when he snaps the left. The rhythm must not be broken. If a person misses he moves to the end of the circle or row, and everyone from his position to the end moves up one position. Likewise the players' numbers change. If Number Thirteen misses he goes to the end of the line, Number Fourteen becomes Number Thirteen, and so on to the end. Number Thirteen takes the last number in the group.

ROCK SCHOOL

This game is played on stair steps by groups of five or six children. All players, except the leader, sit on the bottom step. The leader stands in front of the group with both fists extended toward the player at one end of the line and asks him to guess in which hand he is holding a small pebble. If the player guesses correctly he is "promoted to second grade," which he indicates by moving up one step. If he does not correctly guess which hand held the pebble, he fails and remains in the same grade on the same step. The leader puts both hands behind his back to decide in which he will put the rock, then presents his fists to the next player, and so on. This continues until one player has reached the top step. When long stairways are used, it is suggested that not more than seven steps be counted in playing.

SALESMAN

One child, the salesman, has ten objects which he "sells" to ten people in the room. As soon as a player buys (selects)an object, he immediately puts it out of sight. When the salesman has sold all ten, he attempts to buy them back. If he remembers correctly what each buyer bought, he gets the object back again. When he has collected all objects, another player becomes the saleman. The leader records the number of mistakes in collecting the objects.

SCOUTING FOR WORDS

Any appropriate or interesting word may be announced to the players or written on the blackboard. Players may use any of the letters appearing in this word to make as long a list of other words as possible. Only letters found in the given word may be -used and only as many times as they there appear. For example, the word "Hallowe'en" may be selected. Results may be some what as follows: hall, when, wall, low, well, all, how, etc. The player who secures the longest list of new words, correctly spelled and in accordance with the rules, is the winner.

SENTENCE RELAY

This game should be played in the schoolroom where each row of children represents a relay team. Players face the blackboard at the front of the room which is divided into equal sections, each row being allotted a space. The first child in each row is given a piece of chalk. At the signal to run he goes to the blackboard and writes the first word of a sentence, returns to his seat and gives the chalk to the second player who writes the second word of the sentence, then given the chalk to the third, and so on. The last player must add the word and punctuation which complete the sentence. The first team to finish wins the game. Any team whose sentence is grammatically incorrect or not properly punctuated is disqualified.

Variation — Write sentences on separate pieces of paper, then cut the words apart and give each group one jumbled sentence to see which group will be the first to arrange the words into a sentence.

SHIP'S RECORD

Naming any letter he chooses, the leader asks five successive questions concerning a ship's record, each of which must be answered by a word beginning with the letter named. Answers must be given by persons called upon by the leader before he can count to ten. If a player fails to answer in time, he has "one shot" against him. Three shots will "sink his ship" and eliminate him from play.

SIGNBOARD ALPHABET

While riding along the highway, passengers in an automobile may play this game by watching the signs along the side of the road. Each player tries to be the first to see all of the letters of the alphabet in consecutive order. He does not announce aloud these letters until he has seen all of them. Any number of letters may be taken from one sign provided they are seen in the correct order. No letter may be kept mentally in reserve until it is needed. The first player to call out "Z" is the winner. Players may either use any of the signs which are passed or one player may take the signs on one side of the road only,the other player taking signs on the other side.

SOCK

Players stand close together in a single circle side by side with their hands behind their backs. A sock with the toe stuffed with cotton or cloth is passed from one to the other in either direction. An It stands in the centre of the circle and tries to name the person with the sock. When he succeeds in locating the sock, he exchanges places with the one who had it.

SPELLING MATCH

This game is described for a group of approximately thirty children, divided into two equal teams. The letters of the alphabet listed below are written on cards about two inches square. As only one letter is on a card, fifteen cards constitute a set. Two sets are necessary for the two teams playing. One team is given a blue set of letters; the other, red letters. Each team occupies one half of the room. One team will form its words at the rear of the room; the other at the front. When a word is called, players holding the necessary lletters run to where their word is to be formed and stand in line holding the letter out in front. The first team to spell its word correctly wins one point. The team wins which has the greater number of points at the end of the game. The following alphabet cards should be made for this list of words: O, C, E, A, N, H, I, R, T, B, S, U, M, P, L.

TABLE GOLF

A table of nearly any size may be used for this game. Four circles, two inches in diameter, representing the holes, are drawn and numbered near the corners of the table. A line two inches long is drawn and numbered near each hole to represent the teeing-off place for the next hole. Hazards should be placed between the holes to add interest and difficulty to the game. Stones may be placed on the table, streams or lakes drawn in with chalk, twigs or small branches of greenery stuck to the table with chewing gum to represent trees, and even miniature sand traps constructed.

From two to four players usually form the best group number. Each player has one checker or bottle top which he plays by flicking it as his middle finger is quickly snapped from his thumb. Each such play constitutes one stroke. The first player places his checker on the Number One tee and shoots towards the Number One hole. Players take turns, one stroke at a time, and play proceeds as in regular golf. After first turns have been taken, the player farthest from the hole takes the first turn for the next stroke. A hole is completed when the checker rests wholly within the circle, after which the player removes his checher to allow room for the next player to make a hole. After one hole has been completed by all players, the player with the highest score on the previous hole takes the first turn from the next teeing-off place. If a checker comes to rest on any water hazard that has been drawn, it costs the player one stroke to place his checker at the most advantageous rim of the hazard. One stroke is also counted for placing back to the nearest rim of the table any checker which has been flicked completely off. Players keep individual scores and the winner is the one who completes the four-hole course with the fewest strokes. The game may also be played individually and the player keeps his own score.

TEA KETTLE

The player who is It leaves the room while the others decide upon words which have different meanings but are pronounced the same, such as ate and eight, or tail and tale. When It returns, he tries to guess the words by the answers to the questions he asks. The answer must include the word decided upon (ate or eight, for example), "tea kettle" substituting for the word he must guess. For example, he may ask, "What makes you so happy this morning?" The answer may be "Because what I tea kettle this morning was very good." He may use the same word more than once in the same sentence, or he may use both words in the same sentence. "Because I tea kettle on time this morning, which was at tea kettle, I tea kettle the things I should." If It cannot guess the words from this answer, he asks a different question of another and so on until he can guess the word. When he does guess the word, the person to whom the last question was addressed is It when the game is repeated.

TELEGRAMS

Each player is given a piece of paper and asked to write a telegram composed of words which begin consecutively with each of ten selected letters. For parties the game is even more interesting if real telegram blanks are used. The letters may be chosen at random by the leader and announced or written on the blackboard. For example, the ten letters S, F, D, T, M, F, N, H, R, A, may be used. Any telegram which uses words beginning with these letters in the order in which they occur would meet the requirements of the game. One result with these letters might be a telegram such as this: "Send Five hundred Rupees To Me Fast Right Away." After sufficient time has been given for writing the telegrams, the players take turns reading them to the group. The amusing results form the most entertaining feature of the game.

WHO AM I ?

One player is selected to choose any historical personage, an author, a prominent present-day figure, or a character in a book, depending upon the specific purposes for playing the game. When he has decided for himself the person he represents, the other players try to guess who he is by asking him questions which can be answered by either "Yes" or "No." When a large group is playing, the *It* may call on any player by saying, "Meena, what do you want to know about me?" Meena may ask any question she chooses. At any time the *It* may say, "WHo thinks he knows who I am?" and call on any player who offers to guess. If three guesses are made unsuccessfully, the *It* may tell them who he is and continue being *It*. If the correct answer is supplied by a player before the group has used its three guesses, that player becomes the new *It*. This game may well be adapted to characters related to history, current events, or literature, etc.

CHAPTER-6

Physical Education in the Modern School

Play is characteristic of all higher animals, and man is no exception. No doubt man engaged in play in every stage of his development from the earliest prehistoric times. Certainly, there is evidence that he has engaged in play in every society of which we have any knowledge.

This is understandable when we recognise that it is man's nature to be active. Since it is only through activity that he develops, each individual enters the world with a compulsion for activity. It is natural also that some of this activity will be engaged in purely for the pleasure it gives. This is play—activity engaged in for no purpose other than the pleasure it brings.

Games, stunts, and dances are types of activities which satisfy man's need for muscular activity. They also provide pleasure in that they satisfy man's desire for excitement, recognition, acceptance by the group, and his other psychological drives.

Recognising man's interest in play, some societies have actively used such play forms as dances, stunts, and games to accomplish certain desired objectives. Among these purposes are military preparedness, survival, and better living.

THE BACKGROUND

Such ancient societies as Persia and the Greek city-state of Sparta recognised the military value of play when they placed the youth in the army at an early age and taught them play activities as a preparation for the more serious activity of war. Again, in the nineteenth century following the Napoleonic Wars, the desire for military preparedness led Germany, Sweden, and Denmark to develop scientific systems of gymnastics as a means of increasing twentieth century, the Hitler youth movements utilized play activities to develop loyalty to the cause as well as strength of body among German youth in preparation for the conquest of the world.

Even our own government has recognized the value of play in this respect. Physical training and special services officers have long been a permanent fixture in the training camps of every branch of the military service, and some of the finest play facilities in the world are to be found at American military installations.

Play has also been used as a means of teaching children and youth how to survive. The American Indian and many other primitive peoples taught the boys of the tribe how to hunt, fish, and fight. The youth then played at these activities until they were mature enough to pursue them seriously in quest of food or in defense of the society.

Dance was also an important aspect of primitive life. For the most part it was related to religious life. Dance was the means of entreating the gods to provide rain or to protect the group from enemies. But the pleasure of responding to rhythm caused the primitive to use dance as a play from as well as a part of their religious rituals.

The conscious promotion of play for the purpose of improving the quality of living has been found in few societies. In the ancient world only the Greek city-state of Athens held the concept that play contributed to a fuller life.

The Athenians believed in the unity of man. Their ideal was a keen mind in a strong body. Consequently, their educational curriculum consisted of a well-balanced program of play and study calculated to prepare the free citizens-slaves were not included-for social, political, military, and religious life.

The changing concept of play was further accelerated by developments in the field of psychology. In their efforts to determine why children enjoy play, psychologists reached the conclusion that children learn many things from play activities which are difficult from them to acquire through participation in other types of activities.

Gradually, educators accepted the idea that in a modern society the school must include play activities as a part of the curriculum. During the early part of the twentieth century the physical education program began to replace the recess period in the elementary school, athletics were incorporated into the activities program of the secondary school and broadened to include intramurals, and the gymnastics program was supplemented with dance and game activities.

MISCONCEPTIONS

As might have been expected, this new program was not accepted in the schools without opposition and without misunderstandings as to its nature and purpose. Many leaders openly opposed it.

There were those who still clung to the doctrine of asceticism which had been practiced in the monasteries of the Middle Ages. This doctrine held that, since the body was of this world and, hence, evil, it should be neglected and even tortured, so that the soul could develop to its fullest. Any activity which gave comfort or pleasure to the body was thought to be evil since it focused attention upon the body and, thus, interfered with the preparation of the soul for life in the next world. Since the Puritans had propounded a very similar doctrine, it is understandable that their ideas would be handed down from one generation to another; and there would be many, even in the twentieth century, who opposed the use of play in the schools.

There were those also who adhered to scholasticism, another doctrine of the Middle Ages. This belief, growing out of the concept that mind and body were two separate entities, held that the major concern of man was to develop his mind. Play distracted one from this purpose and, hence, was undesirable, especially in an educational curriculum.

Then there were those who felt that play was all right as a relaxation from work. Adherents to this concept were perfectly willing for children and youth to be dismissed at intervals from the classroom but could see no educational opportunities in these recess periods and hence, no reason for providing teachers, facilities, or equipment for these periods.

Still others, while recognizing no educational value in play, felt that the school had as much responsibility for the development of the body as it did for the improvement of the mind. These people contended that participation in body-building activities would provide the necessary relaxation from classwork while accomplishing the desirable purpose of developing the children physically. Extremists of this viewpoint advocated a scientifically planned program of calisthenics and gymnastics which would develop and train the muscles most efficiently. They viewed physical education as a subject in the curriculum in which the child worked scientifically to develop his body just as he worked at mathematics, science, and other subjects to develop his mind. Consequently, only a scientifically designed program of calisthenics and gymnastic exercises was acceptable as suitable curriculum content for the physical education program.

There were also those who accepted physical education solely for its health values. With the acceptance of health as one of the cardinal principles of education and with the increased emphasis upon the need for fresh air and sunshine for city children, these people came to look upon physical education as the phase of the school program which would develop the health of the children. To many, health education and physical education became synonymous terms. Schools began to develop programs of "health and physical education," which for the most part were physical education programs.

Many of these misconceptions persist today, perhaps because none of them was entirely wrong. An examination of these view-points reveals some elements of truth in each.

While few today would contend that play in and of itself is evil, practically everyone would agree that the person who does nothing but play contributes nothing to his own or society's spiritual development. The same can be said for the development of the mind. Some play is necessary for normal mental development; but if play becomes the only thing a person is willing to do, then he is not likely to spend much time in thought and consequently will contribute little to society.

Again, few would contend today that a scientific program of gymnastics should make up the total curriculum of physical education. But most people would agree that gymnastics and calisthenics are desirable phases of a physical education program for certain age levels.

Today, we also recognize that while vigorous physical activity and joyous participation in games and dances contribute to the development of healthy bodies, much more is needed to assure optimum health. A program of health education which provides health services, health instruction, and a healthful environment throughout the school is just as necessary to the acquisition of health as is the physical education program.

THE MEANING OF CONTEMPORARY PHYSICAL EDUCATION

The concept of physical education today stems from our understanding of man as an integrated human being, or organismic unit. Furthermore, physical education today reflects our ideas and beliefs concerning the nature of a democratic society and what we believe to be the characteristics of a democratic individual. Since the school is one of the most important agencies of promoting and maintaining democracy in this country, it must provide an opportunity for boys and girls to grow and develop to the fullest extent of their capacities. Physical education, as a vital phase of the school curriculum, has an important contribution to make in helping the school realize this goal.

Educators are generally agreed that the purpose of the elementary school should be to provide for the optimum growth and development of the child. The emphasis here is placed upon the idea of total growth- the development of the whole child, not just one or two phases of child development. Thus the school is interested in developing integrated personalities capable of functioning at a high level of efficiency in work, recreation, and everyday activities. The well-integrated individual has a greater chance for happiness and an enjoyable life, which in the end is the ultimate goal of education.

Contemporary physical education my be defined as an integral phase of education, contributing to the development of the individual physically, mentally, socially, and emotionally through the medium of selected physical activities, utilizing the physiological and psychological drives of man for activity. Of course, this many-sided development cannot be realized automatically but will depend in large measure upon the provision for sufficient time, adequate facilities and equipment, a broad program of activities, and the leadership of well-trained, conscientious teachers.

The goals or objectives of the physical education program are the same as those of all other areas of education: the optimum growth and development of the child. No longer is physical education looked upon as an addendum to the regular school program when children were turned loose during the recess period for the purpose of expending pent-up energy. Physical education has for its purpose the development of the child's total personality. The child functions as a whole, that is, the "whole child" is involved in all activities. No longer can one think of physical education in terms of physical activity alone. Thus the term "physical education" implies that education takes place through the use of physical activities : it is not the education of the physical alone. Through participation in a broad program of games, sports, dance activities, stunts, and the like, opportunities (teachable moments) are presented for developing the child not only physically but mentally, socially, and emotionally as well.

It is man's nature to be active, and it is only through activity that he develops. The child inherits a physiological drive for activity. From infancy on the child is physically active. At first his movements are of a random nature; later they become more purposeful. The child plays, becomes fatigued, rests, and then is impelled to become active again.

Physical education, then, channels this physiological drive for activity into worthwhile games, stunts, sports, and dances. And the conduct of the physical education program is made somewhat easier because of the child's inherent interest in play. Likewise, good pupil-teacher relationship is established in those situations where the children feel that the teacher is interested in those activities that hold the most interest and enjoyment for them.

As boys and girls come more and more into contact with their social environment, other drives are acquired. These psychological, or psychogenic, drives are learned as the child grows and develops. They are not inherited in the same sense as is the physiological drive for physical activity. Nevertheless, some of these psychogenic drives manifest themselves in the desire for excitement, adventure, self-expression, and creativeness. The desire to attain such goals creates tension within the child and this tension, in turn, motivates the child to engage in activity which will aid him in realizing the goal and thus reduce tension.

It is the purpose of physical education to direct the behavior resulting from innate and acquired drives into desirable forms of activity. Participation in games and sports, for example, provides all the thrills and excitement of a new adventure. Through the development of skills and attitudes basic to these sports and games, physical education provides the child with desirable forms of tension-reducing behavior. Other drives-namely, the desire for security, success, achievement, recognition, gaining acceptance, and acquiring status in one's peer group-are also important to boys and girls. It is the job of physical education along with other phases of the school program to help them direct their behavior in a desirable and socially acceptable manner in satisfying these drives. Thus, physical education can become a phase of education, and the term "education through the physical" can become a reality.

THE CONTRIBUTIONS OF PHYSICAL EDUCATION

A study of the individual indicates that man is a physical, mental, and emotional being, constantly attempting to adjust to his social environment. The school, having as its purpose the development of the whole child, s its major attention on physical mental social, and emotional development. These, then, become the major goals with respect to the education of children. By the same token these goals become the major objectives of physical education, and the same should hold true for other subject matter areas. Physical education and other areas of the curriculum become integral phases of education only to the extent that their major goals are compatible with those of education.

All phases of the educational program have the responsibility of determining their potential contributions to the physical, mental, social, and emotional development of their students. Physical education is not alone in this respect. It must gear its contributions to the needs of youth, which are often expressed in terms of educational objectives.

Once the potentialities for an area have been determined, it does not necessarily hold true that the goals will be realized in terms of improved child behavior. The goals represent only potential contributions which must be planned for and sought through various activities, methods, and procedures on the part of the teacher. In many cases desirable goals have not been realized. With respect to physical education this may be due to such factors as insufficient time, lack of adequate facilities and equipment, or a limited program of activities. In any case, the teacher has the responsibility of making the most of any particular teaching situation and of endeavoring through good planning to aid boys and girls in realizing as many of the contributions of physical education as is possible. Only in this way can physical education contribute to the physical, mental, social and emotional development of children, a right to which they are entitled as members of our democratic society.

Physical Development

One of the potential contributions of physical education to the physical development of boys and girls is that of *organic development*. This term denotes a particular *quality* which accrues to the individual as a result of participation in vigorous, big muscle activity. It is this quality which enables the individual to sustain effort in carrying on the everyday tasks of living without undue fatigue. A good level of organic development will not only enable the individual to function efficiently in his daily activities but also provide in addition a reserve of energy to cope with any emergency situation.

The term "organic development" as used in physical education has several connotations. Some leaders speak of organic development as the development of the organic systems. Others refer to it as the development of organic efficiency or power or vigor. Still others prefer to speak of it as physical fitness. It does not matter which one of the terms an individual chooses to use. In the final analysis the quality as defined applies to all of these terms.

There are certain limiting factors pertaining to organic development, physical fitness, and the like. While participation in vigorous, big muscle activity is a basic prerequisite, there are other factors outside the province of physical education that must be reckoned with if a high level of organic development is to be obtained. One of these factors is heredity. The quality of organic tissue which one possesses may be a boon to the individual in attaining a high level of organic development, if he has been so fortunate as to inherit good tissue. Likewise, an individual may be handicapped if he has less than good organic tissue. One's capacity of for organic development is predetermined to an extent by his inheritance.

Nutritional status is another limiting factor. Optimum development will not accrue merely through big muscle activity unless one eats the proper kinds and amounts of good food. Likewise, the presence of disease, infection, and defects has an effect upon the degree to which an individual can sustain effort.

Finally, organic development is enhanced to the degree that the individual practices good hygienic habits of living. This means the absence of excesses in smoking, drinking, eating, worrying, and the like. It also implies that the individual secures adequate rest, sleep, and relaxation plus a balanced program of physical activity. Physical education can develop an interest in various games, sports, and other recreational activities which will take care of the need for big muscle activity. However, the individual, his parents, medical physicians, dentists, school, and community health programs must in the end be primarily responsible for eliminating those factors which interfere with organic development, a quality so necessary to a happy, rich, and full life.

There is considerable evidence to support the fact that big muscle activity can enable the individual to sustain effort in meeting the everyday tasks of living. Bucher1 has summarized the effects of training. Participation in selected vigorous physical activities, all things being equal, can result in an increase in the number of red blood cells, a lower pulse rate, lower blood pressure, and a slower rate of breathing. Furthermore, the stroke-volume of the heart is greater, the heart muscle increases in size and strength, there is a lower rate of lactic acid formation, muscles work more efficiently, there is an increase in the capillary bed of the muscles, the connective tissue including tendons and ligaments becomes thicker and stronger, and there is a lower rate of oxygen consumption. Those who have observed trained athletes can testify to the fact that they have increased strength, endurance, flexibility, agility, power, balance, and coordination. It should be noted that these components are not general qualities but are specific to the activity in which one engages. Therefore, it is proper to say that the person develops specific strengths, endurances, flexibilities, agilities, and the like in relation to the activity being performed.

Why is Organic Development Important ? This particular quality referred to by many as physical fitness is one of the needs of all people and is frequently included in the lists of educational objectives. The acquisition of motor skills, and participation in recreational activities, is dependent upon the individual possessing adequate strength and endurance.

World War I and World War II draft rejection rates indicate that many draftees were not physically fit to serve in the armed forces. Many had physical defects that needed correction while still others lacked sufficient strength and endurance to sustain effort as a soldier without a program of physical training. Everyone needs an optimum degree of physical fitness for carrying on the everyday tasks of living. The degree to which one needs to develop this quality will depend upon the kind of life which he lives.

Today, there is an increasing lack of opportunity for vigorous physical activity. We are living in a push-button, automation era. Life has become increasingly easy from a physical standpoint. Leisure time has increased and contributed to a sedentary type of living. More and more we have become a nation of onlookers and spectators.

Good organic development can contribute to improved mental, social, and emotional behavior, Furthermore, this quality is one aspect of total fitness.

The second potential contribution which physical education can make to the physical development of individuals is the *development of optimum and satisfying levels of skill in a wide variety of activities* for use now and in the future. The level of skill development is an important factor since the child tends to participate in those activities in which he is proficient and derives a feeling of success, satisfaction, and enjoyment. Thus, the physical education program should provide an opportunity for the development of motor skills as far beyond the novice class as is possible

Boys and girls need instruction if satisfying levels of skill are to be realized. Some progress can be made in learning through the process of trial and error; but under good leadership the teacher can, with the use of verbal directions and visual cues (demonstrations), reduce the number of failures before success in the skill is achieved. This is of vital importance since one's attitude toward an activity is influenced by his success or failure in the particular activity. If an individual is to derive the benefits from participation, the level of skill development must be one which leads to further, activity, fun, and enjoyment.

The physical education class is both an instructional period and a time for having fun. Boys and girls need to be proficient in a number of activities which can be played both in school and during leisure time. A broad and varied program of physical education will include such activities as games, sports, dance activities, stunts, apparatus activities, and aquatics. The individual who has had the opportunity to participate in a program of this scope is prepared to join his peer group in any recreational activities of its choosing. The boy or girl need not be placed in a position of being left out or unwanted because he has little or no skill in a particular activity.

Why Is the Development of Motor Skills Important ? One of the needs of youth, as expressed in terms of educational objectives, is that of learning how to use one's leisure time wisely through participation in socially acceptable activities. The amount of leisure time available to all persons will no doubt continue to increase as we live in this age of automation. Hence, the wise use of leisure time presents a problem about which something must be done.

Man has inherited a physiological drive for activity. The acquisition of skills in a variety of physical activities can help satisfy this drive. Furthermore, this activity drive can be utilized as a means of maintaining and improving one's state of physical fitness.

Individuals seek release from everyday tensions, problems, anxieties, and worry as a result of the increased pace of modern living. Those who possess a satisfying level of skill in various recreational activities can find at least temporary relief and escape from emotional tensions. Still others will find through participation in recreational activities a means of self-expression and adventure to partially offset the lack of these qualities in their work and everyday lives.

One of our modern day problems is juvenile delinquency. This is closely associated with an increase of leisure time as well as other social problems. However, physical education, through the development of skills in desirable, worthwhile activities, can make a contribution to the solution of this problem which has grown to be one of the major concerns of urban centres today.

Mankind has a desire to belong and to be accepted. He is gregarious. In a game or sports situation the individual who possesses a high degree of skill is usually sought after by the group. Thus, the development of optimum levels of skill has social and emotional implications for the individual.

Mental Development

Modern physical education, unlike the physical training programs of a bygone era, provides a body of knowledge that is separate and distinct from that of other areas of education. There is a wide acceptance of the validity of this statement.

Play in the from of games, sports, and dance activities is a prominent feature of Indian life. Most Indian participate in some from of play. This is even more true of children, who have fewer demands made upon their time than do adults. And many individuals who do not participate in sports are nonetheless avid spectators. The number of people of all ages who attend football, basketball, baseball, and other games is testimony to this. The fact that most newspapers contain a sports section, together with the existence of a number of magazines devoted exclusively to sports coverage, testifies to the interest of the Indian public in athletics and other recreational activities. While it is true that some individuals have little or no appreciation for play in the broad sense, one cannot live fully in Indian society today without an understanding of games and sports.

Physical education can make a potential contribution to the mental development of boys and girls *by helping them acquire an understanding and an appreciation for various play activities* and *by developing their ability to reason, to exercise judgment,* and *to solve problems.* A close scrutiny of the physical education program will reveal the possibilities for this type of intellectual development.

Boys and girls need to acquire knowledge concerning the rules of a game, techniques involved in executing various motor skills, and the various offensive and defensive strategies that may be used to score a point or win a game. In softball, for example, there are rules to be learned and understood. Evidence of this understanding manifests itself in the player's actions during a game. One who has such an understanding will not try to advance a base on a fly ball until it has been touched or caught, assuming of course that there are less than two out. Furthermore, an individual who has been taught the proper technique for hitting a pitched ball is not likely to take a step backward with his rear foot when swinging the bat forward to hit the oncoming ball. By the same token a player who has an understanding of the various offensive strategies involved in softball may demonstrate his ability to think by bunting the ball to "squeeze" a runner home from third base with the game tied in the last inning. Thus, one can see the fallacy in the belief held by some people, that in play no one is expected to think very much. There are many opportunities where boys and girls must make decisions, must reason, exercise judgment, and solve problems in helping their partner or team to win a game.

In the modern school under good leadership, boys and girls can be expected to acquire an understanding of the place of play in our society, together with an appreciation for the significance and value of physical education in their school program. In fact, certain knowledge related to physical education can be integrated with the arithmetic, language arts, social studies, science, health, and safety programs.2 Figuring batting averages and team standing, learning the history of various sports, the organization of schedules and tournaments, and learning to spell the names of small and large group games are some examples.

Why is the Development of Knowledge and Understanding Important ? Learning to use leisure time wisely is one of the needs of youth and adults as well. An understanding of the ways in which this problem can be met and solved in a socially accepted manner has wide acceptance as an educational objective.

Educational objectives imply the acquisition of knowledges and appreciations in all curriculum areas. Understandings and the ability to think are necessary if one's needs are to be realized in terms of rich and full living.

Knowledge is essential in helping individuals to derive more satisfaction and enjoyment from the activities in which they are going to participate. Furthermore, since we are becoming a nation of spectators, an understanding and appreciation of games, sports, and dances will help individuals to enjoy better those activities which they are going to attend in person, listen to over the radio, or view on the television screen. Education is concerned with helping people enjoy more fully those desirable activities in which they are most likely to engage.

An understanding of the fundamentals and strategies of playing a game may well enable a person to perform with greater satisfaction. Since this satisfying experience will no doubt lead to further participation, the individual will be contributing indirectly to the improvement of his physical condition.

In most cases, being in good physical condition will have a beneficial effect not only upon one's social behavior but also upon one's emotional well-being. All individuals seem to posses a drive for social status and for recognition. These goals can be achieved, at least in part, by possessing a well-developed body and through skillful performance. Thus, the individual attains a more clam and peaceful state of mind emotionally. Mental development, as interpreted here, can make a worthwhile contribution to one's total personality.

Social Development

The American people have faith in democracy and subscribe to the fact that this form of social organization holds the greatest promise for the happiness and welfare of mankind. But educating democratic citizens who will play a decisive role in determining the extent to which this goal is achieved is not an easy task.

A child born into this world is not by nature a social being. He is primarily concerned with himself-his desires and needs. His own welfare, and that of others in society, depends upon this becoming socialized.

Physical education has many unique possibilities for making a contribution to the *development of social skills* and to the *development of moral and ethical values (character).* These skills, in the form of overt behavior and the character values reflected in one's actions over a period of time, must be taught and sought. These traits and one's integrity do not accrue automatically through participation in games and sports. Leadership plays an important role. The good teacher will plan for and utilize all appropriate teaching situations to further the social development of his boys and girls.

The physical education class presents excellent opportunities for building better human relations. It is a laboratory where children can participate in social experiences. Games, sports, and dances are social in nature. Moreover, the teaching situation is more natural, lifelike, and informal than that of the average classroom. This helps the teacher know his children better. He can see them in action, uninhibited by the somewhat formal situation that exists in the classroom. Thus, the teacher can observe their conduct, determine their shortcomings, and make plans for improving their social skills.

Children enjoy and are fascinated by play. This makes the teaching of social skills much easier. The opportunities for teaching are enhanced if the procedure of using pupil leaders is followed. This frees the teacher to step in wherever problems arise and to use these "teachable moments" to facilitate the development of good citizenship.

Social development is concerned with the preparation of the individual for group living. One must possess acceptable social skills if he is to be accepted as a member of a group. Courtesy and modesty are examples of traits which help to reduce social friction. The poor sport who is disrespectful, cheats, and is boastful has an effect, adversely, upon the friendly game. Much of the joy and satisfaction that should accure is lost. Often the child is unwelcome, even rejected, the next time the children play.

Participation in games and sports, under good leadership, provides an opportunity for the development of basic social skills. Cooperation, subordination of one's desires for the good of the group, loyalty, courtesy, and a sense of humor are all traits essential to group living. Honesty, sincerity, modesty, dependability and a genuine interest in others are other worthy traits.

In the game situation, opportunity is presented for learning and for demonstrating respect for authority, abiding by the rules and playing within the spirit of the rules, and exhibiting respect for the rights of teammates and opponents. Furthermore, one who has good social skills will have developed the ability to lead and follow in life situations. All possible opportunities should be utilized in the physical education program for the development of leadership and followership.

Since it is unlikely that a team will win every game, the ability to win and lose gracefully is an important characteristic of a well-developed, wholesome personality. It is fairly easy to be gracious when one wins, but to lose without rancor is more difficult and only comes as the result of patient effort on the part of the teacher.

The ability to work with others in the best interest of the group or team and to place the welfare of the group ahead of selfish personal interests is learned with difficulty over a period of time. This is true since the child is not a socialized being at birth. He must learn to achieve a balance between the "I" drive-the selfish, "this is mine" attitude-and the "We" concept in which an individual is willing to surrender some of his desires because of his interest in the welfare of others.

While it is important to develop social skills and to exhibit them in one's behavior, it is even more important for the individual to develop a sense of moral values and an understanding of why they are important. The child should develop an appreciation for these values, together with a sense of social awareness, to the end that his behavior indicates that he subscribes to ethical and moral standards of conduct. Thus, integrity or character becomes the ultimate goal of social development.

Why is the Development of Social Skills and Ethical Values Important ? The development of good citizenship and a sense of ethical values are two of the major objectives of education. They are considered to be important in development of the democratic way of life, necessary to our welfare as a nation and to the happiness of the individuals in a democracy.

Man is gregarious and needs social acceptance. Only through the development of social skills and sense of ethical values can man find a means to satisfy his need for sociability. Since a portion of man's work in industry and labor provides little opportunity for socializing, he must acquire social skills which will lead him to be accepted by social groups during his leisure time.

The acquisition of desirable standards of conduct can contribute, in some degree, to reducing the problem of juvenile delinquency. While this is a difficult problem, parents, schools, churches, and other social organizations should redouble their efforts in connection with the social development of children.

Social development contributes to better emotional stability because of mankind's desire for belonging, security, and recognition. The individual who is accepted has fewer emotional tensions and thus will function more efficiently both physically and mentally. Man is an integrated whole, and what affects one aspect of his personality has an effect upon the other facets of his personality. Social fitness is just one aspect of total fitness-the healthy, well-integrated, and adjusted individual.

Emotional Development

All individuals have needs which must be satisfied if they are to grow and develop. Some of these needs are physiological in nature. For example, a child may experience the biological need for food (hunger) or the need for physical activity (play). On the other hand the individual may feel the need for recognition, success, or social status. The latter are referred to as universal wishes, psychogenic drives, or socially acquired needs. In any case, a state of tension arises which leads the child to pursue activity in an attempt to satisfy the felt need. His behavior in response to these drives or urges may be socially acceptable or may be antisocial in nature. Antisocial behavior occurs when the emotional forces gain supremacy over the forces of reason and intelligence.

Physical education can make a potential contribution to emotional development through providing a means whereby an individual can obtain release from tensions. This implies the ability to "let go" and to have fun. Physical education makes a contribution to this goal wherever children have an opportunity to participate in a good program.

Boys and girls can acquire motor skills, understandings, and attitudes favorable to games, sports, and dances in the physical education class. Through participation in these recreational activities, children and adults will have the "tools" for leisure time use in securing release, at least in part, from the everyday tensions of modern life.

One can point to the many examples of doctors, lawyers, and other professional personnel who depend upon golf as a means of securing release from tensions and as a means of maintaining emotional balance. Play, of the active physical type, helps to deenergize the body. Thus, in many cases, the tense organism is restored to a calm and relaxed state.

Still another potential contribution to emotional development is the *satisfaction of psychogenic drives*. These socially acquired wishes or urges many be expressed in terms of new experience, security, social status, achievement, and recognition.

All mankind seems to have a wish for adventure, excitement, and self-expression. If this wish is not fulfilled in daily activities, life is likely to seem dull, monotonous, or boring. These feelings give rise to disturbing situations which are the cause of tensions. Tensions motivate the individual to take some action in an endeavor to resolve it and to realize the sought-for goal. If he is successful, life becomes exciting and worth living.

Education is concerned with the kind of behavior action that results from an attempt to realize a particular goal. Physical education can provide desirable activities in the form of games and sports: activities that are exciting and thrilling. No two games of softball, for example, are identically the same, for each is a new experience.

The desire for security is related to the wish for peace of mind and freedom from fear, guilt, and danger. If the "hostile environment" thwarts the individual in realizing his goal, he is apt to be worried, anxious, and fearful. The lack of physical courage is due to fear and the prospects of danger. Fears many also stem from a doubt as to whether or not an individual will be successful in catching a fly ball or hitting the ball on the third strike. The teacher can allay these fear by teaching the correct fundamental of catching and hitting. This same example would also hold true in attempting various stunts where there is some element of danger. There are many possibilities in physical education where the feeling of security can be developed through improved performance in a skill or activity.

Another acquired drive is one that pertains to the desire for social status and a feeling of belonging. The unwanted, the unloved, and the lonely child who is "left out" is affected emotionally. There are many examples in physical education where teachers have made an extra effort to improve the skills of such a boy or girl. Social status can be achieved through the development of skill in various activities. The social status of many athletes is evidence of this fact.

Still another psychogenic drive has to do with a feeling of success, achievement, and mastery. Disturbing situations arise when the child has a feeling of weakness, failure, or inferiority. Once again, through diligent effort, the child may be helped by the teacher sympathetic to his needs. Substitution of good fundamental techniques for poor ones may enable the child to improve his skill in softball to the point where he seldom strikes out. Success or a feeling of achievement works wonders for a person's state of mind and emotional well-being.

Finally, on one likes to be ignored, looked down upon, or regarded with scorn or disapproval. As one psychologist has said, everyone has a sign, for all to see, hanging from his neck which reads, "I Want To Feel Important." The fame and acclaim that come to good athletes is proof that recognition can be gained through participation in sports. Physical education, through its program of activities, can provide the means whereby an individual, through effort and a strong desire, can gain recognition and sometimes undying fame.

It should be noted that psychogenic drives seldom appear singly. Any behavior action usually involves more than one basic drive or wish.

The third potential contribution which physical education can make to emotional development is one of emotional control. This is sometimes referred to as emotional stability or maturity. Games and sports represent emotionally charged situations. This is seen in the excitement of a game, the anxiety of players before a game begins, and the anger that may accrue when a better strikes out with the bases filled.

Emotions motivate or impel action. They represent forces which are in constant struggle for power over the higher centres of the brain that control our ability to reason and to act as intelligent human beings. Our emotions may be likened to the force of jet engines that propel modern planes through the air. The intellectual and reasoning centres of the brain might be represented by the rudder, elevators, and ailerons which steer the plane to a safe landing at its intended destination. The power of twin jet engines alone would not be capable of insuring a "happy landing." Emotions, as a force for action, are desirable in motivating activity. The problem lies in so harnessing these forces that the welfare of the individual and society is enhanced rather than endangered.

Physical education represents a laboratory where boys and girls can develop the ability to use intelligence and reason in emotional situations. Children can be taught to take pride in their ability to restrain themselves : to act like rational and poised human beings. This is not an easy task. While emotional forces served primitive man in his struggle for survival, these same forces in the form of anger, hate, jealousy, and fear must today be controlled for the benefit of all mankind.

In developing emotional stability, we are not striving to eliminate our emotions but simply to gain mastery over these powerful forces. Thus, physical education, because of its unique possibilities, can make a definite contribution to emotional control, whereas the teacher in the classroom can hope to do little more than talk about this facet of personality development.

Why Is Emotional Development Important ? Emotional health is one aspect of total health. It is one of the needs of youth as expressed in terms of educational objectives since 1918 when the Seven Cardinal Principles of Education were formulated with health as the number one objective. Furthermore, mental or emotional illness represents one of our major health problems today. There is a need for teaching individuals how to prevent and how to secure release from tensions. Boys and girls must learn to adjust to the increased tempo and problems of modern life.

Through the provision for more and better play facilities, children can be helped, under good leadership, to realize their desires for new adventure, security, social status, success, and recognition. Any progress made along this line might well contribute, in a measure, to the reduction in juvenile crime and vandalism. Boys should have many opportunities to “ steal second base” rather than to steal hub caps from automobiles in their leisure time.

One’s emotional state has a beneficial or disintegrating effect upon the physiological functioning of body processes. Tensions, worries, and frustrations account for many cases of psychosomatic illness. Physical symptoms manifest themselves but the real underlying problem is a psychological one.

A good state of emotional health can contribute to mental efficiency. It has a good effect upon one’s ability to think, to reason, and to make judgments. Everyone has observed people in a state of hysteria in which they were not capable of intelligently controlling their actions in a crisis.

A display of emotional instability or immaturity has an adverse effect upon one’s social status since the individual is apt to be ignored or rejected. It also follows that a person’s social behavior will reflect better social skills if he is in a calm peaceful state of mind rather than being being emotionally upset. Thus, with man constituted by nature as an organismic unit, emotional development becomes an important aspect of total fitness.

The chapters that follow provide information dealing with the various phases of the program and the specific types of activities utilized in the elementary physical education program. When skillfully handled by the teacher, the various phases of the program and the procedures for conducting each phase provide abundant opportunities for the development of well-rounded children.

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CHAPTER-7

The Teacher in the Modern School

It has been said that more changes have taken place in society during the twentieth century than in all the previous centuries of civilization combined. Whether contemporary changes have been this great or not, no one will deny that the changes have been tremendous. Neither would anyone deny that these changes have been reflected by changes in the school.

During this century in the elementary school alone the one-room school has virtually disappeared from the American scene; screweddown desks have been replaced with mobile furniture of the chair and table type; the reading, writing, and arithmetic curriculum has been broadened to include art, music, physical education, health education, science education, and other aspects of education previously omitted from the school program or reserved for levels above the elementary school; and the presentation of material in a series of unrelated "subjects" has given way to a functional organisation that cuts across subject matter lines. These and other changes have made today's elementary school an almost unrecognisable descendant of so recent an ancestor as the "grammar" school of a quarter-century ago. And the change in the role of the teacher has been no less drastic.

The role of the elementary school teacher has changed significantly since the beginning of the century. The replacement of the one-room school with multiroom buildings relieved the teacher of many nonteaching responsibilities. The employment of administrators, custodians, librarians, and other personnel not needed in the one-teacher school permitted the teacher to give a greater percentage of his time of teaching.

But an even more important factor which has affected the role of the teacher in the educative process has been the development of new concepts of learning. Modern educators conceive of learning as an active, doing process on the part of the learner rather than a process of absorption. Consequently, the function of the teacher is no longer thought of as a process of "pouring information into the mind of the child."

TODAY'S TEACHER - A GUIDE

The teacher's role in the modern school is one of providing an opportunity for the child of learn. In his role the teacher is a guide, assisting each child to attain his physical, mental, emotional, and social potential in his own unique way. His functions include (1) studying the child's learning processes, (2) studying the child's environment, and (3) providing experience to meet the child's needs.

Studying the Child's Learning Processes

It is true, of course, that the child can learn by listening to a lecture, by participating in a discussion, or by reading. But it is also true that he can "tune out" the lecture, discussion, or written word at will. If he is not motivated to learn at the particular moment, he is not likely to learn very much. This of course, has been known for a long time. What we have learned only too recently is that more is needed in the way of stimulation that the use or threatened use of "the stick". Discovering ways of motivating involved a study of the individual's physiological and psychological drives, together with the ideas and ideals he values.

Even when the individual desires to learn, he may experience difficulty in doing so if not given adequate and effective assistance. The child has to learn how to "learn", and each develops his own unique learning pattern. Some learn best by listening and acquire little knowledge from reading; others learn readily from reading but gain little usable knowledge from a lecture or discussion. Some memorize facts easily but experience difficulty in understanding their relationships; others grasp meanings quickly but have difficulty recalling facts. Some develop physical skills easily but have little interest in abstract concepts; other acquire understandings readily but find the development of physical skills a laborious process. Some can understand a principle only after experiencing an application of the principle; others find it difficult to perform a skill without first understanding the principles involved. While these are only a few of the variables in the learning process, they serve to illustrate the many factors which could be arranged in an endless variety of combinations in any one learning pattern.

Studying the Child's Environment

Today's teacher also knows that the environment is a vital factors in learning. The child's relations with others, the physical conditions by which he is surrounded, the things that happen to him are all involved. They can enhance or deter his learning.

Relationships with others are important to his learning. The child who is bullied ignored, or ridiculed by his classmates is not likely to learn as effectively as one who is respected, accepted, or encouraged by them. Similarly, the child who feels that he is loved by his parents and liked by his teacher is likely to learn more readily than the child who feels unwanted by such key people in his life.

Inadequate lighting, improper seating, poor ventilation, distracting noises, clashing colors, and other environmental factors which cause physical discomfort can greatly retard learning. Comfortable environmental conditions, on the other hand, enhance the learning process.

Events that occur in the children's lives also influence the effectiveness of learning. The child whose father has lost his job, whose family is planning to move to another town, whose parents are getting a divorce, or whose family refused to get him the present he wanted for his birthday is not as ready to learn as he would be if conditions were different.

Good teaching, then, involves a study of the environmental factors which influence the individual. Since each child differs from others in his interpersonal relations, his reactions to his physical surroundings, and the pattern of events which directly affects his life, study must be made of the environment of each child. The teacher's problem is, therefore, one of controlling the environment (where it can be controlled or of helping the child face problems occasioned by it (where it cannot be controlled). Obviously, much of the environment can be controlled. Frequently, as in a case of illness or of rejection by the group, considerable time may be needed to effect the desired result. Many environmental factors, such as a crippling disease or the death of a member of the family, cannot be controlled. In these cases the teacher must help the child face the problem or present new experiences that will help offset the adverse environmental factors.

Providing Experiences To Meet the Child's Needs

A third aspect of the role of the teacher in the modern school is that of providing experiences that will meet the needs of each child in his environment. It should be noted that there is no chronological order for these three aspects of the teacher's role. They take place concurrently and continuously. Since the child and his environment change continually, the teacher is constantly evaluating (and helping the individual to evaluate) status and progress to determine what is needed next.

As long as the belief was held that learning was largely a matter of "increasing the convolutions of the brain by stimulating the auditory and optical never endings", it naturally followed that the school curriculum should consist of a logically arranged body of information. Curriculum constriction was simply a matter of determining what knowledges and skills children needed and then arranging them in a logical sequence. The material was then divided into parts-subjects-and organized in order of difficulty for presentation to the learners. The level at which it was to be presented was determined by the "average" learner. In the organization of the school day each subject was assigned a period of time, the amount for each being determined by the quantity of material to be covered.

Further study of the psychology of learning has shown that learning is a process the involves the whole child, not just his brain. Furthermore, the child learns more effectively when the material with which he is dealing his meaning for him. These and other understandings have led to the conclusion that a modern program of education must provide opportunity for the child to experience the thing to be learned in as many ways as possible and in a situation as nearly like its natural setting as possible.

The "feeding of information" which has been separated into logical sections, to the child in an artificial setting can no longer be justified as "education". The teacher in the modern elementary school must provide an opportunity for each child to participate in a variety of experiences specifically selected to meet his developmental needs. Conceivably, this could be done with a "subject-centered" curriculum, but few who understand children would argue that it cannot be more effectively accomplished in a situation where learning experiences are related to real events in the everyday life of the child. These events can become springboards for further exploration.

The arrival of the circus, the change of seasons, the approach of a holiday, the showing of a particular movie, or any event which attracts the attention of children can serve to engender interest that, with skillful guidance, may lead to a variety of educational experiences. Almost any event can provide a topic about which stories can be written, pictures can be drawn, and information can be found in printed form. Many events can lead to a study of mathematics, health practices, and safety rules. Many can present opportunities for rhythmic expression. When skillfully guided, all can provide opportunity for enrichment of vocabularies, spelling of new words, the acquisition of knowledge of some aspect of the world in which we live, and a study of historical backgrounds of some phases of the topic.

This use of real events to help the child recognize the need for study and drill not only serves as motivation for learning, but it provides a natural setting for the teacher to assist each child in terms of his peculiar needs. By careful organization the teacher can arrange for common learnings to be presented to the class as total group and for special needs to be met through small group and individual work.

The functional arrangement in which the child is led to discover the facts and acquire the skills he needs for his own development is a complex process. Teaching is no longer a simple process of disseminating information. Today's teacher must continuously study the needs of each child in terms of the environmental forces which affect him and select activities that will provide the kind of experiences he needs. Guiding the child's learning is the major responsibility of the teacher.

TODAY'S TEACHER—A COORDINATOR OF SERVICES

The teacher in the modern elementary school has still another role to play. In addition of his function of guiding the child's learning through those experiences which he (the teacher) provides, he must also utilize experiences provided by others. In this role he serves as a coordinator of services.

Today the elementary school accepts the responsibility for many educational functions formerly performed by other agencies of society. Far from limiting itself to the teaching of the "3 R's", the elementary school includes in its curriculum such learning experiences as music, art, industrial arts, foreign languages, and physical education.

Since these learning experiences differ so widely from those of the more traditional areas of the curriculum, many school systems have see fit to employ specialists to help with the newer areas. In most systems where specialists have been used, however, the classroom teacher has been retained to direct the major portion of the child's learning experiences. And because he is the person who has the best opportunity to study the child and his environment, he is the one who can best coordinate the services of the specialists in such a way that the total program becomes an integrated experience for the child.

The problem of effectively coordinating the services of specialists is no simple one. The solution of the problem is somewhat dependent upon the manner in which the specialists are used.

THE USE OF THE SPECIAL TEACHER

The question of how best to utilize the services of the special teacher is one that has yet to be solved to the satisfaction of all. A national conference of classroom teachers, principals, and special teachers of physical education, music, and art, meeting under the auspices of the U.S. Office of Education, in discussing this problem concluded that each school must determine the best plan for using the special teacher. Many plans have been tried. Some have proved successful in certain situations and failed in others. All have some advantages, and perhaps all have disadvantages.

As a Substitute for the Classroom Teacher

One plan that has frequently been employed is to have the special teacher take over and actually teach the class. If the concept that teaching is a matter of guidance and can best be accomplished by someone who has an opportunity to study each child and his environment is a valid one, then there is definite question as to whether this plan is educationally feasible. Usually, when the special teacher actually teaches the class, he is assigned classes at thirty-minute intervals throughout the day. Since the normal teaching day is approximately five hours, he would probably teach ten groups or some 300 children. It is inconceivable that one person could learn much about each individual in such a situation. Yet, reducing the special teacher's load to the point where he could "know" all his pupils would necessitate a large number of special teachers and greatly increase the expense of operating schools.

Having the classroom teacher remain with the class during the time the special teacher is teaching would somewhat lessen the problem of the latter not knowing the individual needs of the children. In this way the two teachers could exchange information, and the classroom teacher could correlate the learnings of the special period with other events of the day.

But the plan also presents another major problem. At the heart of this problem is the question: how many special teachers can a school use effectively? Where special teachers are used to teach their particular areas, the pattern has frequently been to employ a specialist for only one area at first and then add others one by one. Many of the school system that have used such a plan have proceeded on the basis that art, music, and physical education specialists can be justified on the grounds that these are new areas of the curriculum. But often school authorities have found that leaders in other disciplines feel just as strongly that special teachers are needed for their areas. If the addition of special teachers continues to the point where the time consumed by special teachers and that needed for the rendering of medical services and services for special groups (such as speech correction and psychological testing) does not leave sufficient time for the classroom teacher to work directly with his group, the plan breaks down.

Some elementary schools that found themselves in such a predicament have attempted to meet the problem by organizing on a departmental basis. Others have tried to solve the problem by scheduling children with the classroom teacher for one-half of the day and with specialists for the other half. It has been found that both plans tend to stress subject matter as an end in itself and, hence, have received little support from leaders in modern elementary education.

As an Itinerant Teacher

Some school system have used the special teacner as an itinerant teacher. He is assigned to one large school or several small schools and is expected to teach each class once a week. The classroom teacher teaches the special subject on the other four days of the week. In some cases the special teacher is expected to plan these other four days for the classroom teacher.

This plan, while it has the advantage of being less expensive, has all of the disadvantages of the previously described plan, plus the added danger of the children being confused by conflicting instructions from the two teachers. If the special teacher plans the program for the four days of the week when the classroom teacher is in charge, a situation would be created which, to say the least, would be an uninspiring one for the classroom teacher. It is also difficult to visualize the children being stimulated by the "second-hand" nature of the information they would receive from the classroom teacher.

As a Substitute for the Classroom Teacher in the Intermediate Grades

Still another plan for the use of special teachers, which has been employed by a number of the schools, is that of having special teachers in the intermediate grades only. The plan is based on the concept that the maturity level of primary children is such that no special skills or knowledges are required for adequate guidance of the learning process at this level.

This plan is, of course, more economical than one which uses special teachers throughout the elementary school. But it merely confines to the intermediate grades the problem of children being guided by teachers who have not had opportunity to "know" them. It also frequently causes primary teachers to feel that they are denied the special help which intermediate teachers receive.

As a Playground Supervisor

A fourth plan for utilizing the services of the special teacher has been limited primarily to the use of the physical education specialist. In this plan the special teacher is assigned several class sections for each period on the assumption that children can play successfully with a little organizational help and only enough supervision "to keep `bullies' from taking over".

This plan is, again, an economical one. The basic assumption is also correct. Children can play successfully with little adult help. In fact, much of their out-of-school play may be unsupervised.

The disadvantage of such a plan is that it does not provide an adequate setting for a modern program of physical education. While such a situation does offer relaxation from other phases of school activities and does provide for physical activity (for those who choose active play), it does not make provision for helping the individual child. And, yet, present knowledge of the learning process indicates this is important. This plan would be no more acceptable as a setting for a modern program of physical education than the plan of having large numbers of children gather in the auditorium for singing under the direction of a music teacher. This would not serve as a desirable setting for a modern music program. Today it is recognized that when children are taught in large groups the learning is largely a trial-and-error process, and the learners are as likely to "practice their errors" as they are to acquire correct knowledges or to develop good techniques in the performance of skills.

Such a plan would serve satisfactorily as a way of handling after-school, recess, and other recreational periods. These periods, which were once tolerated only because they permitted needed relaxation from other school activities, are today looked upon as opportunities for developing leadership, acquiring deeper understandings in areas of major interests, and for utilizing learnings in life like situations. The promotion of "activity programs" (which include intramural athletics, clubs, school publications, student publications, student government, dramatics, and the like) in the secondary school bears witness to the fact that present-day educational leaders consider extra-class periods important adjuncts of the school program. But they would not consider the intramural athletic program as being a complete program of physical education; nor the production of a play or the issuance of a school paper substitutes for the class program of language arts. In other words, when a special physical education teacher is assigned several class sections at a time, the program, of necessity, becomes one in which recreation, rather than education, receives the major emphasis.

As a Resource Person

Another plan for using the special teacher which seems to offer considerable promise of success is that of having the special teacher serve as a resource person. By having the specialist function as a consulting teacher rather than as a teacher of a special area, many of the disadvantages of other plans can be eliminated.

From the financial standpoint this use of the specialist is certainly as economical as any other plan. The exact number of consulting teachers needed will vary, of course, with local conditions. The number of teachers in each school, the distance between schools, the special preparation required of classroom teachers, the number of planning sessions available, and the range of services (such as medical and correctional) rendered by or through the school are some of the factors which would determine the number needed.

It should not be assumed, however, that the effectiveness of the consulting teacher is directly proportional to the frequency of his visits to each class. Many of his services can be rendered to teachers at times when the children are not present. In such planning sessions as preschool, midyear, and postschool conferences, workshops, and conference days, classroom teachers and consulting teachers have an opportunity to exchange ideas and thus become better able to make their respective contributions of the education of the child. In these sessions the consulting teacher can also provide the classroom teacher with new materials and new ideas for conducting the special areas programs. This cooperative planning can provide help for a number of teachers at one time and thus make it possible for the consulting teacher to serve a larger number of classroom teachers than would be possible if all assistance were rendered through visits to the individual classroom teacher. However, the consulting teacher should also help individual teachers by working with them in their own schools.

This plan also eliminates the problem of children being taught by teachers who do not "know" the individuals in the group while, at the same time, it makes available the special knowledges of the highly trained specialist. A classroom teacher who feels inadequate in teaching some phase of rhythmic activities, a particular team game or a stunt, can, by inviting the consulting teacher to teach the activity, learn while the children are learning.

When the specialist is used as a consulting teacher, even the teacher with the least preparation in or aptitude for the special area can eventually reach the point where he needs only occasional assistance in teaching the special area. By participating in group planning sessions; by using materials suggested by the consulting teacher; by observing organizational procedures, performance of skills, and individual guidance in demonstration lessons; and by talking with the specialist about special problems, the classroom teacher acquires an ever increasing understanding of how to utilize the activities of the special area as meaningful learning experiences for children. The consulting teacher is, at the same time, acquiring a deeper understanding of children, a clearer picture of other aspects of the school program, and more effective techniques for helping the classroom teacher.

THE PROBLEM OF RELAXATION FOR THE CLASSROOM TEACHER

Perhaps one factor which has prevented some schools from adopting the plan of using the special teacher as a consulting teacher is the plan's failure to provide assistance in solving the problem of giving the classroom teacher some freedom from direct responsibility for the children in his class. In recent years there has been increasing demand from classroom teachers for a period during the day when they are relieved of the strain of being directly responsible for the children. In view of the changes which have taken place in the elementary school this is understandable. It is unfortunate, however, that the solution to the problem has been sought through the use of special teachers.

The elementary school of a few years ago provided a break of from 10 to 30 minutes in the daily schedule for relaxation from the formal type of program being conducted in the classroom. During this recess period the teacher also had a break. Most schools found that some supervision had to be provided for the halls and the play areas. But only a few teachers were needed for this purpose at any one time. So the responsibility was shared on a weekly or biweekly rotation basis, and the teachers were "free" for at least a part of the year.

With the change from formal class work to the "activities" program, the recess period was re-examined. This appraisal caused school authorities to realize that the recess period had been a source of continuous annoyance. They already knew that many teachers looked forward with dread to their period of "playground duty". Next, they ascertained that many behavior problems of the classroom had their inception on the playground. Emotional upsets that stemmed from incidents which occurred in the emotion-fraught atmosphere of active play were frequently brought back to the classroom to interfere with the learning opportunities there. They also recognized that, while children can frequently play amicably in small neighborhood groups with little help from adults, it is unrealistic to expect children to organize themselves, much less play happily together, when placed on the playground in large numbers. Consequently, the recess period was eliminated. But the teacher no longer had even the part-time break it had afforded.

Similarly, the lunch-hour break has disappeared from the elementary school schedule. With the introduction of school cafeterias, the hour-long lunch period-so those who lived near school could eat at home-has been replaced with the 20- to 30-minute "closed lunch period". Since eating in the cafeteria affords learning opportunities not provided in any other aspect of the school program, the teacher wants to be with his group at this time.

Another former source of occasional breaks has also disappeared. In the subject-centered curriculum the teacher could sometimes take a short break during a "study period". In the activity type of program study time is best provided for portions of the class during times when the teacher is working with another part of the group.

The disappearance of traditional opportunities for the teacher to have some period of freedom from direct responsibility for the children makes it desirable to find other ways of providing for the relaxation the teacher needs to be always "at his best" when he does have the responsibility for guiding the learning process. But ways need to be discovered which do not detract from the effectiveness of the total learning situations.

Most authorities agree that a properly organized school day should provide for some period of rest or relaxation. This type of opportunity is needed even in the activity type of program that includes a variety of experiences, many of which seem like play to the child. It would seem that these rest periods are the phase of the school program which offers the most feasible possibilities for teacher relaxation periods.

If the rest period takes the form of lying on mats or rugs (as might be true of a primary group), it would see that a child from an upper grade could "sit with" the class or one teacher could "look in on" several groups without any great danger of loss of learning opportunities. In this way the classroom teacher could have a short period "free" for at least some days each week. If the rest period takes the form of a "recreational" or "free" period, an older child could read stories to primary children or one teacher could "check on" several groups who were playing quiet games, drawing or reading (for pleasure) without undue loss of educational opportunities.

These examples of using rest periods for pupils as relaxation period for teachers does not necessarily need to be related to the plan for utilizing the services of the special teacher. In fact, the separation of these two problems is necessary for clear thinking in the solution of either. And the solutions that will meet the needs of each situation require the best thinking of classroom teachers, special teachers, and administrators. The attack must be a cooperative one; but, as in solving other problems of the elementary school, the classroom teacher is the one who has the responsibility for seeing that the children get the maximum benefit from the plan adopted.

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CHAPTER-8

The Setting for Physical Education in the Modern School

The proper setting is just as important to the success of the physical education program as is the setting for other phases of the elementary school program. Just as the small, square room with screwed-down desks is inadequate for today's classroom program, by the same token the small, bare schoolyard is inadequate for the modern physical education program. Well-equipped playrooms, courts, apparatus areas, and play fields are quite necessary to the modern ·physical education program as are large, well-lighted rooms with carefully selected floor and wall surfaces, adequate chair-table working equipment, strategically placed storage space, tack boards, chalkboards, and display cases to the other phases of the school program.

FACILITIES

The term "facilities" is used here to designate play areas which are surfaced and equipped with such permanent or semipermanent equipment as posts, backboards, and backstops. It does not include expendable equipment (such as nets, bases, jumping standards, and the like) or unimproved areas.

Traditionally school has been held in buildings. In the past, outdoor areas were needed as a place for children to go to relax from their studies. If weather did not permit outdoor relaxation, the halls, classrooms, or auditorium were used. It was not considered necessary to construct facilities for play. Today, however, school authorities have recognized that play can be an excellent educational tool. If it is to be an effective tool, facilities must be provided for this phase of the educational program.

It is no more reasonable to ask children to play basketball or softball on an overcrowded, sandy area than it is to expect them to do classroom work in an overcrowded classroom with dirt floors. Neither is it any more realistic to expect them to play basketball with peach baskets nailed to trees than it is to ask children to work arithmetic problems on wooden boards painted black. The modern program of physical education needs adequate space properly surfaced and equipped.

Types of Facilities

Both indoor and outdoor facilities are needed for an effective physical education program. While the number of units of a facility will vary with enrollment and geographical location of schools, the types of facilities are fairly constant for all schools.

Playrooms. Even in the mildest of climates, indoor play facilities are needed for dance activities and certain other phases of the elementary physical education program. It is true that in those areas where it is possible to conduct play outdoors throughout the year cafetoriums, auditoriums, covered patios, and classrooms with movable furniture can be used for physical education on those few days when inclement weather prohibits outdoor play. But, at best, these combination or improvised facilities limit the physical education program.

The most desirable indoor play facility for elementary schools in the playroom. An adequate playroom provides a minimum of 2000 square feet of play space with a ceiling height of 15 to 18 feet. It should be equipped with four to six basketball backboards that, preferably, can be adjusted to heights of 7,8,9 and 10 feet.

The room should provide storage space for play equipment of various kinds including a record player and records. Hooks should be so located on the walls that tumbling mats can serve as wall cushions when games are being played in the room. Provision should be made also for movable or retractable seating.

Other desirable characteristics of the room are: (1) a floor of durable surface that provides resiliency, such as hardwood or the (cork, asphalt, rubber, or plastic); (2) good lighting; (3) adequate ventilation (4) smooth, easily cleaned wall surfaces of durable material with no corners or protrusions less than 6 feet from the floor which might present a safety hazard; (5) sound control; (6) a minimum of two doorways with one providing access to the outside of the building.

Such a room could be used for rhythmic activities, stunts, small and large group play, directed play, and for the practice of many of the skills of team games.

Hard-surfaced Outdoor Courts. Some activities used in the elementary school physical education program require a hard, smooth surface for satisfying participation. Since asphalt or concrete surfaces are relatively expensive, an all-purpose, hard-surfaced out-door playing area is more frequently attainable than separate courts for each activity needing such a surface.

No standard size has been developed for the multi-purpose out-door playing court. It should be large enough for at least two basketball courts and of such a size that other types of courts will fit without waste of space. An area 65 by 100 feet would provide for two 40 by 60 foot basketball courts running crosswise with 10 feet between courts and 5 feet between each of the courts and the sides of the surfaced area. If the surface around the courts is sufficiently, stabilized the surfaced area might safely be cut to 62 by 90 feet. In this case the stabilized area outside the side lines would suffice for the play that takes place in this area. These are merely examples of areas that could be used. Larger-sized areas would, of course, provide greater margins of safety and a wider range of possible arrangements of courts.

For most effective use of the area, it should be free of posts. Net posts can be constructed on a weighted, movable base (such as an old automobile tire filled with concrete) and moved on and off the area as needed. Or capable sleeves, into which posts can be inserted when needed, can be built into the surface. If these sleeves are not capped when the posts are not in use, they quickly fill up with debris.

Posts for basketball backstops should be permanently placed at the edges of the areas. The weight of the backboards is such that it is not feasible to use portable ones.

The surface should be of concrete or a bituminous mixture. Concrete is more expensive in original cost but requires less maintenance than any of the bituminous materials. If asphalt or other bituminous mixtures are used, it is particularly important that provision be made to prevent erosion or loss of the soil around the edges. Beveling the edges so that the surrounding soil will cover them and providing for drainage by sloping the surrounding soil or using porous material to absorb the water is an acceptable method of handling this problem. Whatever material is used, a slight slope from the center outward is needed to drain water from the surfaced area.

Such a hard-surfaced outdoor play area has many uses. In the physical education program the area can be used for a variety of activities in addition to basketball and volleyball. For after-school play it provides a surface for roller skating, dancing, individual and dual sports (such as paddle tennis, hand tennis, and shuffleboard), and low-organization games that require a smooth surface or diagrams (such as hopscotch). It also makes an excellent area for physical education demonstrations.

This area is more compact than other outdoor play areas and will receive almost constant use both during school hours and after school. Therefore, it should be located as near the building as is feasible from the standpoint of disturbing noises and near the entrances to the playground so that users will not have to pass through other facilities. Courts placed on such areas should have their long axes oriented in a north-south direction. It is most desirable to have chain link fencing 10 to 12 feet high along the two sides of the area parallel to the end lines of the courts. The fences serve as backstops and should be 6 to 8 feet back of the basketball backboards.

Playing Fields. Large smooth areas are needed on elementary school playground for group games, team games, and directed play. Size and type of surface are factors that need to be considered in planning such areas.

The size of the area will vary with the number of teaching stations needed. (Teaching stations are discussed under "Number of Facilities" later in the chapter). The minimum area needed for a playing field can be determined, however, from Table 1.

TABLE 1
SIZE OF ELEMENTARY PLAYING FIELDS

Activity	*Dimensions of Playing Area**	*Use Dimensions*	*Facilities Needed for Teaching Station*	*Total Space for Teaching Station*
Soccer	120' X 240'	140' X 280'	2	280' X 280'
Softball	45' base lines	180' X 180'	2	360' X 360'
Touch Football	120' x 240'	140' X 280'	2	280' X 280'
Volleyball	25' X 50'	45' X 80'	2	90' X 80'

*Sizes of courts, diamonds, and fields for team games have not been standardized for elementary age children to the extent that they have for other age groups. The dimensions given have been shown, through use, to be sufficient for children of upper elementary levels and, hence, should be considered maximum sizes needed.

It can be seen from Table 1 that where space is limited an area 360 by 360 feet would accommodate all of the team games that use playing fields. It would also be large enough for small group play, large group play, or directed play. This would be possible with a seasonal program of team games if portable goal posts are used for soccer and touch football and portable net posts are used for volleyball. The softball backstops (which are too heavy to be portable except when adequate maintenance staff is available to move them) could be placed in opposite corners of the area and not be a hazard when touch football or soccer is being played.

A more desirable situation is one in which the softball diamonds can be separated from other fields. With this arrangement a 360 by 360-foot area would be needed for softball and a 280 by 280-foot area would provide space for the other fields. Where space is available, it is desirable to provide one or two more fields or diamonds than are needed for a teaching station, so that by rotation none of the areas will receive constant use.

Turf is the most practical type of surface for playing fields. While a clay or marl infield is more desirable for softball diamonds, these materials require constant maintenance, and grass is entirely satisfactory for this as well as for other field games.

In selecting turf grasses, maintenance and wear tolerance are the two factors which should be given primary consideration. Grasses which have little wear tolerance should not be used for playing fields. Suitable grasses can be found in every section of the country, but no one type will grow in all sections. State and local agricultural agents should be consulted for the most suitable type for any particular location and for information on the proper maintenance of the turf.

Outdoor Apparatus Areas. Swings, slides, teeters, merry-go-rounds, and the like have little educational value and present a considerable safety hazard when not carefully constructed, maintained, and supervised. Where these are used they should be separated from other areas by fences, and provision should be made to prevent their use when they are unsupervised.

More desirable types of apparatus are climbing mazes, horizontal bars, balance beams, and climbing ropes. For children of primary school age, climbing mazes, balance beams, inclined runways, and square wooden boxes are particularly desirable.

In recent years considerable experimentation has taken place in suitable apparatus for elementary school children. Many playgrounds have included culverts or large drainpipes, ramps, steps, and even elaborate hollow concrete structures shaped like animals or ships. Recognition of the fact that children enjoy climbing over, sliding off, climbing or crawling into and out of, and running up or down most any kind of structure has resulted in the replacement of the traditional swings and slides with a variety of improvised and locally designed playground equipment.

If these are employed, major consideration should be given to safety. Smooth-surfaced materials, spongy surfaces beneath the apparatus, and heights such that falls will not cause serious injury are necessary characteristics.

Climbing mazes (namely, jungle gyms and climbing castles) satisfy the natural desire of children of climb, provide an opportunity for imaginative play, and are so constructed that they present little danger of serious injury. They are particularly desirable for primary school age children.

Horizontal bars are needed for the stunts phase of the program. These can be purchased from manufacturers of playground equipment or they can be improvised. One or more low bars should be provided. Primary grade children can use them to climb over and swing under. In the intermediate grades they are used for vaulting. High bars are needed for the intermediate grades. Preferably three bars at different heights-to accommodate children of various heights-should be provided. Bars should be constructed of non-rusting material, 1 to 2 inches in diameter. Low bars should be 5 to 10 feet long, and the high bars should provide 3 to 4 feet of space between the uprights. Uprights may be of wood or metal and should be firmly anchored in the ground as well as securely attached to the bars. The surface beneath high bars should be spongy to absorb the shock of a fall. Sawdust, 2 to 3 feet in depth, makes a good spongy surface if not permitted to pack down. The low bars should be approximately 2 ½ feet high and the high bars should be placed at heights of 4 ½, 5 ½ and 6½ feet.

Another piece of apparatus which presents little danger while satisfying natural desires is the balance beam. Children enjoy walking curbings or railings. A section of train or streetcar rail or a wooden beam 4 to 6 inches wide placed on uprights so that it is 12 to 18 inches above the ground will suffice. The beam should be 10 to 12 feet long.

Climbing ropes are best used in the playroom. However, they can be used in the apparatus area out of doors. They can be attached to a tree limb or to a frame (such as that used for swings). A 1-inch Manila rope 8 to 10 feet long with a large knot at the bottom will suffice. A minimum of three ropes are needed, and they should be spaced at least 5 feet apart. Provisions should also be made for pulling the ropes up out of reach when they are not in use.

The apparatus area should be located near the buildings and separated from other play areas and walks by fences or shrubbery. In some situations it may be desirable to have separate areas for the primary and intermediate grades. This is particularly important if swings, slides, and merry-go-grounds are used. Equipment of this type that is designed for first and second grade children can be easily broken by fifth and sixth graders.

Track and Field Facilities. Running events should be conducted on the grassy playing field area. It is undesirable to have a running track for elementary schools. In addition to the constant maintenance required, falls on the cinders cause unwarranted injuries.

A special area is needed for a high-jump pit. The high-jump pit should be 15 feet wide and 10 feet long, filled with sawdust and shavings to a height of 1 ½ to 3 feet above the ground level. The approach should be a semicircular area large enough to permit a 15-foot run from any direction. The area should be level and surfaced with grass or stabilized dirt such as clay, marl, or some soil that will pack easily.

A special area is needed also for broad jumping. The broad jump can be conducted on a grassy area but gives much more satisfaction to participants when a especially designed area is used. A runway of stabilized soil is needed. It should be at least 50 feet in length and from 3 to 4 feet in width. The take-off board should be 8 inches wide, 4 feet long and should be placed flush with the runway and the ground around the board. The pit should be 8 to 10 feet wide and at least 10 feet long. It should extend from a point approximately 5 feet in front of the take-off board. Builders sand is the preferred filler for the pit, but sawdust and shavings can be used. The depth of the material should be at least 18 inches.

These special areas should be located near the portion of the playing fields where running and other track events will take place. Because of their nature they frequently can be "fitted in" to otherwise unused areas near the edges of the playground.

Number of Facilities

The number of facilities of any one kind needed is, of course, determined by the number of children who will use them at any one time. In most phases of the elementary school program the area in which activities are conducted is enclosed by four walls. While several activities are sometimes conducted at once, these classrooms are designed to serve the needs of approximately thirty children in the type of activities normally conducted indoors. If they are not large enough for all activities, the activities have to be adjusted to fit the limitations of the room.

The same should be true of play areas. Facilities should be designed to meet the needs of a class group. Then, whether there are barriers or not, when a class is assigned a set of facilities, children from other classes should be expected to stay out of the area just as they stay out of other classrooms except to transact business. Such a set of facilities sufficient to serve a class group is called a teaching station.

The number of facilities needed for a school can readily be determined by first determining the number of facilities of any particular type of necessary for a teaching station and then ascertaining the number of stations needed to serve the school population.

Facilities Needed for a Teaching Station. The number of facilities needed for activities using playing fields has been listed in Table 1. These figures are based on the desirable number of players for each game. The soccer and touch football games are best played with 7 to 9 players or a side. Hence, two fields would serve from 28 to 36 players. Softball requires from 8 to 10 players on each team and, consequently, needs two diamonds or diamond and a practice area to serve a class of 30 children. Volleyball is best played with 6 to 8 players per team. Therefore, two courts are a minimum requirement for a teaching station. Three courts would be more desirable since the facilities are relatively inexpensive in terms of space and cost and would provide more opportunity for each child to handle the ball. The number of players needed on a team for the various basketball games ranges from 5 to 10. Consequently, two courts constitute a minimum requirement for a teaching station.

For activities such as dance activities, stunts, small and large group play, and directed play, teaching stations are determined by the size of the space needed. It has been found that an area of from 2000 to 3600 square feet is sufficient for any of these phases of the program. The former figure should be considered a minimum for any of these and the later a more desirable size for group play or directed play.

Number of Teaching Stations. The number of teaching stations needed is largely determined by the number of teaching periods and the number of class sections. However, the method of scheduling sections can lessen or increase the number of stations needed. When a school has only one section in each of the six grades, few schedule problems will be encountered if only one teaching station for each type of facility is provided. If there is a softball station separate from other playing fields and separate apparatus areas for primary and intermediate grades, these three together with one indoor, one hard-surfaced, and one playing field station would provide for all six sections at the same time by merely rotating the use of the various stations. This would permit each section to have its physical education at the most convenient time with little possibility of conflict.

Where there are multiple sections of some or all grade levels, scheduling of sections is necessary and the number of teaching periods available becomes a factor in determining the number of teaching stations needed. The number of teaching periods available varies with the length of the period, the length of the school day, and whether or not a staggered lunch period is used. For example, if the physical education classes can begin at 9.00A.M. and end at 2.00 P.M. and a staggered lunch period is used, 10 thirty-minute periods are available during the day. If all sections have lunch at the same time or if physical education cannot begin at nine or run until two o'clock, fewer teaching periods will be available.

Once the number of teaching periods is known, the minimum number of teaching stations needed can be determined by dividing the number of periods into the number of sections. However, this quotient represents an absolute minimum in that it is based on the assumption that all facilities will be used throughout the school year and all will receive equal use. Since it is recommended that some phases of the program be allotted more time than other phases, considerable adjustments will have to be made in the program if only a minimum number of stations are provided. A more realistic method of determining the number needed is to consider each type of facility separately and provide enough stations of each type to accommodate the greatest number of classes that will need to use each at any one time.

It has been pointed out that a playroom of approximately 2000 square feet will provide one indoor teaching station. In areas where children can play outdoors most of the year, sufficient stations to permit each class section a minimum of one indoor period per week should be provided. If ten teaching periods per day are available, one teaching station could conceivably (with cooperation among sections) serve fifty class sections. In those parts of the country where play must be conducted for the most part indoors from late fall to mid-spring, enough teaching stations to assure two or three periods in the playroom per week should be provided. It is not necessary to provide enough indoor play space to accommodate each group every day because classroom games could be played in the classroom for as much as one day a week during this period of the year. Also hard-surfaced outdoor areas can be used for play on all but the most disagreeable days.

Where more than one indoor station is needed, it is usually more desirable to have one playroom large enough for two stations than to have two smaller playrooms. One room of approximately 4000 square feet is sufficient for two teaching stations. It can be divided by folding curtains or a movable partition if desired. Such a room not only can he constructed at less cost but will permit a greater variety of uses than two smaller playrooms.

Since multipurpose, hard-surfaced courts can to a degree substitute for indoor facilities (except on days when extremely low temperatures, rain, or snow force the children indoors) and can be used for such a variety of activities, it is important that sufficient teaching stations of this type be provided. In cold climates it is desirable to have enough stations of this type of accommodate all of the sections that cannot be served by the indoor stations during the teaching period having the heaviest pupil load. For example, if six is the greatest number of sections that will have physical education at one time and the indoor area accommodates only two sections, the hard-surfaced courts should be large enough to provide four teaching stations. In climates where children can play on stabilized dirt or grassy surfaces all year, the minimum number of hard-surfaced teaching areas can be somewhat reduced. Perhaps, in these cases, the number is best determined by the need for basketball courts. So long as not more than one section each of the fourth, fifth, and sixth grades needs to be scheduled at any one period, one station will be sufficient. If more than one section of either is scheduled for the same period, two stations will be needed.

Playing fields, which require more space but are less expensive than either playrooms or hard-surfaced courts, should provide as many teaching stations as possible. Since small group play, large group play, directed play, and many of the team games can be conducted on this type area, there will be times when all groups, with the exception of those participating in dance activities, will want to use the area. Of course, if space is limited, all areas may have to be used all the time, and this can be done by careful scheduling of activities. Where this situation obtains, the minimum number of playing field stations needed can be determined by subtracting the number of other teaching stations available from the total number needed.

One teaching stations each should be sufficient for track and field, primary apparatus, and intermediate apparatus areas. Even if the latter two are combined, one should be sufficient with proper scheduling of use. Where softball facilities are separate, one teaching station (two diamonds) should be sufficient for most schools since third and fourth grade games do not require backstops, and practice for fifth and sixth grades can take place on the playing fields.

EQUIPMENT

The term equipment as used here refers to balls, bats, bases, jumping standards, and other portable and expendable supplies. Adequate and proper equipment is just as necessary to the physical education program as books, maps, charts, globes, paper, and pencils are to other phases of the elementary school program.

Effective methods of securing, utilizing, and caring for equipment need to be determined for each school system. The types and amount of equipment needed must also be established if the physical education program is to attain its potential value as a phase of the educational program.

Securing Equipment

The principle that physical education equipment should be provided from regularly budgeted school funds is generally accepted by school authorities today. When these funds are inadequate to provide a sufficient amount, additional equipment may be secured with funds raised through carnivals and other school-sponsored events.

In order that funds will be wisely used, a yearly inventory of all equipment, including an evaluation of its condition, needs to be made in each school. Next, a list of needs should be made. Though systems employed to accomplish this may vary from school to school, it is the responsibility of each teacher to see to it that the administration is informed of the needs.

In schools where there is no special teacher of physical education, each teacher or a physical education committee of the faculty may make the inventory and compile the list of needs. If each grade section has its own equipment, the individual teacher should take the inventory and make a list of needs; if equipment is pooled, a committee could perform this function.

In schools where there are one or more special teachers of physical education, they may be given the responsibility of taking inventory and compiling the list of needs. If they are serving as resource people rather than as teachers, they might serve as consultants to the faculty physical education committee in determining the kinds and amount of equipment needed.

Usually savings can be effected by purchasing equipment in large lots. Consequently, the greater portion of the equipment for a school or even a school system should be purchased at one time. This should be done prior to the opening of school. Purchase on a bid basis frequently results in savings also. However, when bids are called for, care should be taken to specify the exact quality of equipment desired.

Most of the available funds can be used for the more expensive items if equipment with less exacting specifications is made by children, parents, or teachers. Jump ropes, Indian clubs, and jumping standards are examples of equipment which can be furnished in this way.

Utilization of Equipment

One of the most difficult problems connected with equipment is how to get the greatest use from the equipment available. The question of whether to pool the limited amount of equipment or to provide equipment for each class section is a perennial one.

When all equipment is kept in one central pool, a number of problems arise. The common ones noted are lack of security, lack of supervision, and inadequate storage space.

Children seem to have less feeling of responsibility for equipment that belongs to the school than for that which is assigned to their own classroom. Consequently, they are more prone to leave school equipment at the play area.

Leaving a central storeroom unlocked in undesirable. But when it is locked, there is always the problem of keys being misplaced just at the time equipment is needed. This problem of security can be somewhat alleviated by the provision of supervision for the storeroom. But this is difficult to arrange. Administrative and custodial staffs do not have time to open and close the equipment room or to hand out equipment every thirty minutes throughout the day.

A storeroom quickly becomes cluttered with equipment if supervision is not provided. Elementary children have difficulty remembering to put equipment is spaces especially provided for it. Therefore, unless supervision is provided, equipment gets scattered about the room, and children experience difficulty in finding the particular pieces they need.

The system of having each class section keep its own equipment has many advantages, but it also presents problems. Certain items of equipment are expensive. Volleyballs, soccer balls, footballs, and softballs masks are examples. Yet a class needs a sufficient number of each to permit frequent handling of the equipment by each child. Few schools can provide sufficient funds to adequately equip each class section with these items.

Perhaps the solution to the problem of utilization of equipment is best determined in each school. Certainly, each school has scheduling plant arrangement, staff, and financial problems peculiar to the school. All of these might enter into the solution. Certain suggestions, however, may be helpful whatever the situation.

Where funds are available, considerable inconvenience can be avoided if each class section has its own equipment. This plan also provides many good learning experiences for children in that the care of the equipment is the direct responsibility of the class group.

In situations where funds are limited, at least the more expensive items should be pooled so that the same equipment can serve several groups during the day. If the less expensive equipment is provided for each room, traffic to the central storage room will be considerably reduced.

Where possible, the provision of a storage center for each wing or section of the plant will further reduce the number of children using a storage room.

When equipment is pooled, if the storage room is so located that some school official-teacher, principal, secretary, or custodian-can check on it periodically, it can be left unlocked during the day and the problem of keys for every use can be eliminated. It may also be helpful to the supervisor of the room for a more responsible child from each room, who has been carefully instructed in its care, to be assigned the responsibility of getting the equipment each day and checking it out to those assigned to use it.

Caring for Equipment

Today's better-quality play equipment is quite durable. If properly cared for, much of it will last for several years. Proper care involves intelligent use, adequate safeguards against loss, and correct storage.

Some suggestions for safeguarding pooled equipment have been given above. An equipment box is a good method of storing such equipment as playground balls, beanbags, ropes, sticks, blocks, and other inexpensive items, which are usually kept in classrooms.

Marking equipment with paint or indelible ink so that it can easily be identified is helpful in preventing theft. Perhaps, a bigger problem in connection with loss of equipment is that of children leaving it on the playground.

Children need to develop a sense of responsibility for equipment. This can be accomplished if they are given sufficient opportunities to be specifically charged with the responsibility for equipment and a careful check is made to see that responsibilities are carried out. A rule that the ones who take equipment out are responsible for returning it is a good method of fixing responsibility. But some system of checking to see that children discharge their responsibility is necessary.

Children also need to be taught how to use equipment properly. Breaking of equipment is greatly reduced when children feel responsible for it and know how to use it correctly. They need to learn that it is destructing to throw equipment (such as softball bases), to kick balls into trees or on top of buildings, to swing on volleyball nets, and the like. They also need to learn such things as correct methods of holding a bat when batting and of putting up and taking down volleyball nets.

Intelligent use of equipment also involves some knowledge of the properties of the material of which the equipment is made. For example, cotton shrinks when wet. Consequently, if an untreated volleyball net is left out in the rain or throughout a damp night it can shrink sufficiently to split. Since rubber loses its shape when stretched too much and tends to crack when not stretched enough, rubber balls should be kept properly inflated when in use.

Correct storage of equipment when it is not in use is also an important factor in the care of equipment. The provision of a storage area the permits the circulation of air, adherence to manufacturer's recommendations concerning air pressure in balls, placing equipment that rusts or rots indoors, and laying equipment that will warp (such as cross bars of jumping standards) in a flat position are examples.

Types and Amounts of Equipment

Table 2 lists the various items of equipment together with the amounts which should be available for use by each grade section. The items preceded by asterisks are those which can be purchased but for which less expensive substitutes can frequently be obtained or improvised. Easily obtained items that are used for only one game (such as stick for "Poison") are not included in the list

TABLE 2
EQUIPMENT NEEDS BY GRADE SECTIONS

Equipment	*Grades 1 and 2*	*Grades 3 and 4*	*Grades 5 and 6*
Air pumps	1	1	1
Footballs (junior size)		4	4
Pianos	1	1	1
Playground balls (for group games)	4	4	4
Records (as listed in the Appendix)	-	-	-
Record players	1	1	1
Soccer balls (or junior basketballs)	0	4	4
Softballs	2	8	8
Softball bats	0	4	4
Softball masks	0	2	4
Table games	0	-	-
Tape (100' steel)	1	1	1
Volleyballs	4	4	4
Volleyball nets	0	2	3
* Bases (softball or rubber mats)	4	10	10
* Beanbags	12	12	8
* Boundary markers (mats or flags)	20	20	20
* Indian clubs (1 1/2 lb.)	4	12	12
* Individual jump ropes (3' to 4')	10	10	10
* Jumping standards, pairs	0	0	1
* Long jump ropes (10' to 14')	4	4	4

Durability should be the major concern in purchasing equipment. Rubber balls have much greater wearing 3 qualities than leather ones. They hold up well even when used on concrete or asphalt surfaces and do not crack after getting wet. Footballs, soccer balls, volleyballs, and even softballs are available in rubber.

In using improvised equipment, the safety of players should be a major consideration. It is not economical to use improvised equipment if it presents a hazard for players. Bases that slide when a runner steps on them or boundary markers that could injure a player who falls on them should not be used.

Bases for softball or group games can be made by sewing several layers of gunny sacks together. Corrugated rubber matting can also be used. This can be purchased in rolls from rug and carpet dealers. Two-foot squares make good bases for games needing larger bases, and one-foot squares make good boundary markers.

Beanbags can be made by sewing two cloth squares together and filling the bag with dried beans or peas. Denim is a durable cloth for this purpose. Five- to six-inch squares filled (half full) with 1/4 to 1/2 pound of beans are sufficient.

Marked boundaries add much to the pleasure of playing a game. Where possible, the boundaries should be completely outlined. Indoors and on hard-surfaced courts painted lines should be provided for such games as basketball and volleyball. Outdoors, team game boundaries can be marked with slaked lime or marble dust A No. 10 can with holes in the bottom, to which a wooden handle (30 inches long) is nailed, makes a good "shaker" for applying the material when it is dry.

For small and large group games, where boundaries vary with the playing ability of the group, markers at each corner are sufficient. One-foot squares of corrugated rubber matting or flags make good markers. "Spring" flags which will bend when children fall on them are the most desirable type. A spike with a door spring welded to it and a triangular flag attached or a wooden base with a peg over which a spring is fitted will suffice. If a rigid material (such as a straightened coat hanger) is used, it should be pushed into the ground at an angle, with the flag end slanted away from the game area.

If Indian clubs are purchased, the 1 ½ -pound size is the most useful. These can be made by taking a piece of wood 15 to 18 inches long of 3- to 4- inch diameter (or thickness) and trimming it so that children can get a grip on it. The shape is not important. Discarded bowling pins will serve the same purpose.

Jumping standards can easily be constructed of 1-inch conduit pipe or 2 x 2-inch wooden posts 6 feet long set in a metal or wooden base. Holes should be drilled at 1-inch intervals from a height of 3 ½ feet to the top of the uprights. Bamboo poles 12 to 14 feet in length can be used for crossbars.

Jumping ropes can be made of sash cord or most any rope approximately 5/8 inches in diameter. Long jump ropes should be 12 to 14 feet long and individual ropes should be 5 to 6 feet in length.

POLICIES AND STANDARDS

In addition to adequate facilities and equipment a suitable setting for the modern program of physical education in the elementary school includes administrative policies and standards which will permit effective functioning of the program. Those which affect the entire school will require some cooperative effort on the part of the faculty and administration.

More and more administrators of larger schools are relying upon physical education committees to propose policies and standards for the physical education program. These are then presented, after administrative approval, to the faculty for final adoption. In this way all teachers have an opportunity to participate in the determination of regulations which govern the conduct of the program.

In those situations where a specialist is available, his special training and experience should enable him to suggest policies and standards that will prove effective. This will eliminate the trial and error periods which so often cause faculties to becomes discouraged with the physical education program.

A number of regulations need to be established. While some of these regulations may vary from one class to another, others need to be determined for the entire school.

Responsibility for Teaching Physical Education

It was pointed out in Chapter 2 that specialists are used in a variety of ways in different schools. Where a specialist is available, policies must be established to clarify the roles of the classroom teacher and the specialist. Since practices vary so much, both specialists and classroom teachers frequently experience difficulty when there is no stated policy. The assumption that their roles will be the same as in the schools in which they previously worked often causes them to work at cross-purposes.

Scheduling of Classes

Most educational leaders agree that the desirable time to have physical education is the point in the day's program when children display a need for a change from other types of activity to a more vigorous type. Since this point would likely be reached at a different time each day, scheduling physical education at a particular time of the day is not the ideal practice. However, few schools can afford sufficient facilities and equipment to permit the entire school to engage in physical education on an impromptu basis or all at the same time. Scheduling is therefore necessary in most schools.

As was pointed out in the discussion of facilities, the number of grade sections that can be scheduled at one time is dependent upon the number of teaching stations. Since most grade sections need dance activities at least once a week and these are best conducted indoors, it is desirable to limit the number of sections scheduled for any one period to the number of indoor spaces available at that period during the week.

Some problems arise when physical education is scheduled throughout the day because some times of the day are more desirable than others. Few teachers want their class scheduled for the first part of the morning or near the noon hour. It is more desirable, however, to spread the physical education periods throughout the day than to overcrowd limited facilities.

Most schools will find it advantageous to schedule sections of different grades at the same time. Usable facilities can be increased in this way since some grades do not use facilities needed by other grades.

Time Allotment

Most state education departments have established a minimum time requirement for physical education. Thirty minutes is the generally accepted standard. This minimum can, if wisely used, provide sufficient time for (1) changing shoes before and after play, (2) planning the program, and (3) participating in satisfying play. A more desirable standard for fifth and sixth grade children is a period of sufficient length to permit thirty minutes of actual play.

Type of Dress

It is not desirable for elementary school children to change clothes for physical education. The value received from changing clothes and showering does not justify the expense of shower and dressing facilities. Children of elementary age do not perspire sufficiently to ruin their school clothes in a controlled physical education period. The period is a teaching period and not just an opportunity to exercise-though they do get some in the process. At this age boys and girls need four to five hours a day of vigorous physical activity. A complete reorganization would be necessary if the school assumed the responsibility for meeting the child's total need for exercise. With our present arrangement the school can only help children learn how to play and what to play so that they can derive greater benefits from their out-of-school play.

It is desirable to have children change shoes for play. Leather soles are slippery on floors or grass, wear rapidly on concrete or asphalt and can cause painful injuries in kicking games. Canvas shoes with rubber soles (basketball or tennis shoes) should be kept at school to be used in the physical education class.

Special dress is needed for girls in the stunts phase of the program. In activities such as bar work and tumbling stunts, dresses can interfere with play. Play suits (from which skirts can be removed), coveralls (that can be slipped on over dresses), blouses, and skirts (which can easily be exchanged in the girls' room for shorts or blue jeans) can be worn to school on stunts days.

Safety Precautions

Serious injuries and many of the less serious ones can be prevented with proper precautions. The causes of injuries can be grouped into five categories, namely, those concerned with wearing apparel, those dealing with facilities, those that can be prevented by careful selection of activities, those due to improper use of equipment, and those that can be prevented by adjustment of the program to fit individual needs.

In addition to regulations concerning the type of shoes worn, some consideration needs to be given to the wearing of glasses during play. Some schools find it desirable to provide an assortment of glasses guards for children who cannot play without glasses'. Others require that parents provide guards.

Since there is so much variation in the sight problems of children who wear glasses, it may be desirable for each case to be handled individually. For children who wear glasses but can play without them, the teacher should devise a plan for assuring that these children will not wear glasses during play, and the glasses will be protected when not in use. For children who must wear glasses but find it difficult to find guards that do not interfere with vision, it may be acceptable for them to play with unguarded glasses. In all cases parents should be consulted and should be in agreement with the plan used.

Many injuries can be prevented by proper construction and maintenance of facilities. Construction has been discussed earlier in the chapter. Facilities should be inspected regularly, and those unsafe for use should be replaced. Regulations regarding children entering play areas of other groups or running into streets surrounding play areas to recover balls should be carefully enforced. Fencing of all play areas is most desirable.

Selection of activities and rules for activities can also contribute to safe play. Such games as baseball, footfall, and some low organization games are unsafe when played without protective uniforms and, hence, should not be included in the physical education program. Rules can frequently be changed to increase the safety of players. For example, all blocking has been eliminated in the touch football games. Similar changes have been made in other games.

It should be noted that it is undesirable to eliminate all dangers from play. The courting of danger (excitement, adventure) is one of the major drives of youth that must be satisfied. If it is not satisfied in play, the changes are that it will be satisfied in less desirable activities. The problem is one of eliminating hazards that will result in serious injury. Some bumps and bruises are desirable in helping children learn to control fear.

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CHAPTER-9

The Physical Education Program in the Modern School

Teachers are frequently overwhelmed by the myriad of activities which can be used in the physical education program. They have difficulty finding a satisfactory means of grouping or classifying the activities.

In the search for suitable categories they discover such terms as relays, hunting and chasing games, small group games, large group games, games of low organization, stunts, singing games, folk dances, square dances, quiet games, party games, team games, and many others. The great volume of terms is due more to the variety of ways in which physical activities can be classified than to a lack of standardization of terminology. But teachers who have had only a minimum of preparation in the area are often uncertain of the meaning of the terms and find that their efforts to classify activities end in confusion.

TYPES OF ACTIVITIES

Classifying activities is not as difficult as it might at first appear. Actually, all of the activities suitable for the elementary school physical education program can be placed in four categories, namely, unorganised activities, games and contests, rhythmic activities, and stunts.

Unorganised activities are those that have no rules or are governed by temporary rules that are established by the participants for use in the particular playing of the activity. It is the informal play, sometimes called creative play, children engage in before they have reached a level of maturity that permits them to enjoy organised activities.

Games and contests refer to play activities that have definite or fairly well-defined rules or regulations. They usually involved some form of competition. These activities can be divided on the basis of complexity into games of low organization and games of high organisation.

Games of low organisation are games and contests that have few rules and provide little opportunity for the employment of strategy. These activities can be further divided in a number of ways. They can be classified according to usage into such sub-groups as lead-up games and group games. Lead-up games are specifically related to some game of higher organization; group games, those which do not depend upon their association with games of higher organization to be interesting. Low organisation games can be classified according to basic elements into such groups as relays, those games which require the participants on each "side" to perform the same action in turn; or hunting and chasing games, in which the basic element is competition between an individual (or group) and the remainder of the players he (or the group) is attempting to find or "catch". They can also be classified according to the amount of physical activity involved into active games and quiet games. Furthermore, low organization games can be simply divided according to the number of players needed into small group games and large group games.

Games of higher organization are those which involve complex rules and usually provide opportunity for the use of strategy in the competition between opponents. This group is frequently divided into team games and individual and dual sports. The latter group is seldom included in the elementary school program because the few individual and dual games that are suited to the skill level of elementary children require little instruction and involve relatively expensive facilities and equipment.

Rhythmic activities include all activities that are performed in time to music or rhythm. There are several different types of rhythmic activities which are suitable for elementary children, but there is little uniformity in the terminology used to identify the types. In general, the three types commonly found are those in which the movement involves nothing more than the pleasure of performing natural human movements to music; those in which the movement is performed in the interpretation of the movement of animals and objects; and those in which the movement is performed in established step-patterns.

The term stunts is used here to identify a type of activity in which the terminology is less standardized than in the area of rhythms. It refers to activities that are chiefly of a self-testing nature-and sometimes called self-testing activities-that may or may not require the use of apparatus and may require an individual, a couple, or a group for a performance of the feat. The activities are for the most part noncompetitive. Activities of this type are generally subdivided into those stunts performed without the use of apparatus, those which use apparatus, and those in which a group of performers arrange themselves into a design.

PHASES OF THE PROGRAM

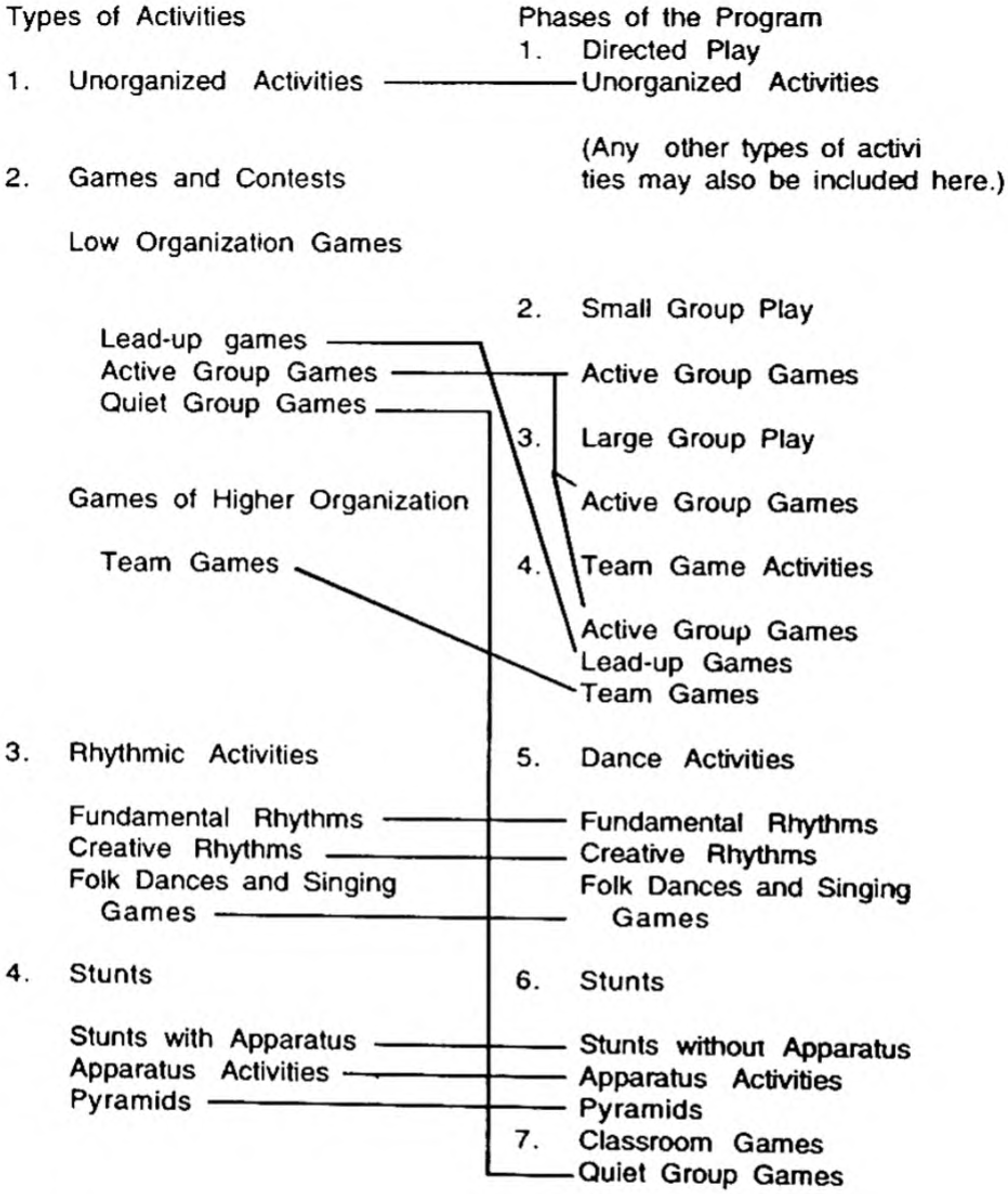
Confusion can be avoided in constructing a curriculum if some divisions are made to set apart its various aspects. The program presented in this book is divided into seven phases. This is a functional arrangement in which those activities (regardless of type) which best accomplish specific purposes are grouped together and conducted with procedures that have been selected for their contribution to the attainment of the purposes. In this type of arrangement, activities of different types may be grouped together in one phase of the program.

A description of the various phases of the program, together with the reasons for including them in the program follows.

Directed Play

Preschool age children spend most of their waking hours in play. This play is largely of the unorganized type. Playing with a variety of toys, digging in the sand, climbing trees, and playing the role of favorite characters seen on the movie or television screen are examples of activities most frequently engaged in by four-and five year old children. Seldom do they have an opportunity to participate in organized activities. Most preschool children play organized games only on those rare occasions when they attend parties or other organized social gatherings.

This situation is "natural" natural in the sense that unorganized games are the result of the child's attempt to satisfies his drive for physical activity with play that also satisfies his psychological drives. In children maturity level is dominated by emotional rather than intellectual control. Rules of games have little meaning of them. And their interest in themselves makes it difficult for them to get along with others. They enjoy trying to play organized games and the prospect of playing with a large number of children is exciting to them. ut their success is limited. So they participate in unorganized activities alone or in small groups.


Types of Activities
1. Unorganized Activities
2. Games and Contests
Low Organization Games
Lead-up games
Active Group Games
Quiet Group Games
Games of Higher Organization
Team Games
3. Rhythmic Activities
Fundamental Rhythms
Creative Rhythms
Folk Dances and Singing Games
4. Stunts
Stunts with Apparatus
Apparatus Activities
Pyramids
Phases of the Program
1. Directed Play
Unorganized Activities
(Any other types of activities may also be included here.)
2. Small Group Play
Active Group Games
3. Large Group Play
Active Group Games
4. Team Game Activities
Active Group Games
Lead-up Games
Team Games
5. Dance Activities
Fundamental Rhythms
Creative Rhythms
Folk Dances and Singing Games
6. Stunts
Stunts without Apparatus
Apparatus Activities
Pyramids
7. Classroom Games
Quiet Group Games

When children start to school, they do not grow up overnight. Their maturity may take a spurt as a result of their wider range of experiences; but in general, they continue to mature gradually. Consequently, they are likely to continue to derive satisfaction from unorganized activities for some time after they enter school.

In fact, first grade children need to have the opportunity of playing in school in much the same way they did in the preschool situation. At best, many of the school experiences are new and strange and oftentimes upsetting to the children. But play is something children have engaged in for a major portion of their preschool lives. And, if they are permitted to continue to participate in familiar play activities in situations similar to their preschool ones, the play program can be quite helpful in giving them a feeling of security in their school life.

This same play, when carefully utilized, can help children make adjustments to the new situation of school. Prior to entering school, they were required to make adjustments only to small groups. Now, they have to adjust to a much larger group. In play they are drawn into larger groups by the enthusiasm of other children, the attraction of adventure, or the skillful stimulation of the teacher and, thus, have the opportunity of learning to adjust to others in a setting in which they feel secure.

The teacher of any grade level needs to study the play life of the children. He needs to know (1) the ability of the children to get along with others in the group, (2) the types of activities with which they are familiar, and (3) who the leaders in the group are. The opportunity for this study can be provided at the primary level by a type of organization that permits the children, with the supervision of the teacher, to select their own play activities.

This type of play is called directed play. It may be defined as individual or group play in which there are as many or as few playing in each activity as there are children who desire that activity and in which the number of activities is dependent upon the choices of the children. The reasons for including it in the program may be summarized as follows

1. It provides for play in situations which take into account the children's problems of adjusting to larger groups.
2. It provides opportunities for children to gain and enjoy a feeling of security through participation in familiar and informal activities.
3. It provides for play under conditions comparatively free from adult authority where the more natural behavior reactions of children in play situations can be observed
4. It provides opportunities for the teaching of activities which may be used in other phases of the program.

Small Group Play

Even children who are not sufficiently skilled to enjoy team games have a need for competitive play with fairly well-defined regulations. Active group games which are not specifically related to team games can fill this need. Even after they reach a maturity that permits them to enjoy team games, children still find many of these activities interesting.

These games can be roughly divided, according to the number of players needed, into those which are best played with eight or less participants-small group games-and those which are best played with more than eight players-large group games. While the division has to be an arbitrary one most games fall readily into one or the other of the two categories. A few, however, could be played successfully by a small or large number of players and, hence, must be arbitrarily assigned to a category.

When the physical education program is devoted to participation in small group games, a setting similar to the "backyard" or "neighborhood" play situation is created. Few neighborhoods have more than eight children of approximately the same age who enjoy playing together. Since the play of these neighborhood groups is often unsupervised by more than an occasional parental "check", problems frequently arise.

These problems are sometimes social in nature. The struggle for leadership, lack of understanding of the role of leadership and followership, and lack of harmonious interpersonal relationships (as evidenced by criticizing others for mistakes and refusing to share personal equipment and choice positions) are examples of social problems which cause difficulties.

Another source of difficulty is misunderstanding of rules. General rules of low organization games have been rather clearly established by long usage. But minor rule changes occur from locality to locality to fit peculiar local conditions. As families migrate from one community to another, these variations in the "right rules" frequently precipitate arguments among children that interrupt play.

Lack of a sufficient variety of activities that fit the limited facilities of the neighborhood play area is another problem that plagues the neighborhood play group. Since the sand lot seldom contains the space or the specialized facilities needed for team games and children seldom own the relatively expensive equipment required for games of higher organization, neighborhood groups often experience difficulty in finding "something to do".

The physical education program can help with neighborhood play by providing a play situation that is similar to the backyard playtime setting in which children have an opportunity to :

1. Develop standards of social conduct suitable for a variety of play conditions.
2. Acquire an understanding of and practice the roles of leadership and followership.
3. Become familiar with many games which require little or no equipment.

Such play opportunities are provided in the phase of the program known as small group play. It may be defined as organised play providing for activity in small groups of not more than eight for the primary purpose of social development. In a normal size class of twenty-eight to thirty children it would involve four groups of children (each playing a different game), with a pupil leader in charge of each.

Large Group Play

Large group play, like small group play, involves active group games. The difference lies in the fact that it utilizes games of this type which are best played in groups of more than eight players. Like small group play, its major purpose is social development ; and in the area of neuromuscular development (motor skills) its concern is also with general rather than specific skills.

In appearance it presents the traditional picture of the class playing together in one game. However, two games may be played at the same time and the children, rather than the teacher, serve as leaders.

Children frequently enjoy playing in large groups, but they seldom get an opportunity to do so at home, because there are usually too few children of the same age in the neighborhood. Since their only opportunity for this type of play is at parties or other social gatherings, the school should provide opportunities for the children to play in large groups.

Many games which provide valuable experiences for children require a large play area or a large number of players in order that maximum enjoyment may be derived from them. Because so many more social problems arise when a large number of children are engaged in an activity than when only a few are participating, children should have some experience in playing large group games. These additional problems provide opportunities for the development of followership as well as a challenge to the better leaders to improve further their leadership ability.

When used during the last five to ten minutes of the small group or directed play period, large group play adds variety to these programs. Large group play is used, then because :

1. It provides for situations in which more complex social problems arise than in directed play or small group play.
2. It provides additional experiences in leadership and followership on a higher level than that of small group play.
3. It fulfills the desire which children have to play in large groups.
4. It adds variety to the small group and directed play phases of the program.

Team Game Activities

Team game activities is the phase of the program which is concerned with the development of the specific skills, understandings and attitudes related to traditional athletic sports of the team type. Several types of activities are involved. The official team games and some of the more complex modifications of these are classified as games and contests of higher organization. Low organization games of the active type that are specifically related to official team games are included in this phase of the program for the purpose of helping children develop the specific skills needed for successful participation in the team games.

Most children have a desire to participate in such well-established games as football, basketball, softball, and the like. It is this type of game which will have a lasting interest for them throughout their lives. Because these games involve a complexity of skills, they offer a continuous challenge to the individual to improve. It is only by constant improvement in these skills through participation that the child is likely to continue to play these games. In trying to educate children toward fuller living, then, the teacher has a definite responsibility for helping the child to improve in these skills.

In activities of this type there are also many opportunities for teaching valuable social responses through both cooperation and competition. Here to a greater extent than in other phases of the program the child has opportunities to perform a special phase of a total project for a common end. This often involves suppressing his own desires for the good of the team. The child is thereby stimulated to a higher level of social development through this interest in cooperative team play. Team games, because of their competitive nature, present situations which are so emotionally stimulating to the child that they give him a chance, if he is wisely guided, to develop self-control in his conduct responses.

Participation in team game activities provides an excellent opportunity for the realization of many worthwhile educational objectives. Some of the objectives that may be realised through this type of activity, provided good leadership is present, are as follows :

1. To develop an attitude favorable to the efficient learning of team game activities as evidenced by
    (*a*) Interest in improvement
        (1) Understanding the relationship between increased skill and greater satisfaction in playing
        (2) Understanding the relationship between social growth and happier living
    (*b*) Efforts to improve
        (1) Making the best use of time and opportunities for practice
        (2) Listening attentively to instructions
        (3) Following instructions and directions of the best of one's ability

2. To develop the ability to perform the specific skills involved in the playing of certain team game activities
3. To develop the ability to analyze one's own needs in team game activities for
   - (*a*) Skill improvement
   - (*b*) Social growth
4. To acquire an understanding of the rules and procedures involved in certain team game activities; namely, skill practices, skill games, elementary team games
5. To develop the ability to participate in the formation of group plans for learning and playing certain team game activities
6. To develop the ability to be a good follower in team game activities
   - (*a*) A respect for the leader on the captain
   - (*b*) The ability to follow directions
7. To develop a cooperative team spirit through
   - (*a*) Understanding one's importance and responsibilities for the development and success of the team
   - (*b*) Maintaining a respectful attitude toward teammates in both actions and words in such ways as

     - (1) Being friendly and impartial
     - (2) Being helpful and encouraging
     - (3) Being unselfish and not unduly critical
     - (4) Being considerate of others and avoiding argument
   - (*c*) Accepting suggestions from the captain attentively and in good spirit
   - (*d*) Accepting adverse situations cheerfully

8. To develop the ability to be a good leader in team game activities with respect to
    (*a*) Organising and directing a skill practice or a skill game
    (*b*) Organizing and directing a team
9. To develop a respectful attitude toward opponents as evidenced by actions and words in
    (*a*) Winning or losing graciously
    (*b*) Showing opponents the same kind of respect shown team-mates
10. To develop a respectful attitude toward officials as evidenced by actions and words in
    (*a*) Allowing officials to call plays without proffered help
    (*b*) Accepting decisions without argument
    (*c*) Setting questionable matters properly in

        (1) Allowing the captain to represent the team
        (2) Having captains confer with officials at the correct times and in a courteous manner
11. To develop the ability to officiate certain team games by
    (*a*) Applying one's knowledge of the rules
    (*b*) Being impartial
    (*c*) Being alert to all situations

Dance Activities

Man has danced since the beginning of time and in the generations to come he will continue to use dance as a means of expressing his inner feelings. Because of this heritage young children respond quickly and easily to rhythmic sounds and enjoy an experience that is deeply satisfying.

Although the young child is uninhibited in his dramatic rhythmic responses there is evidence that after he begins his formal schooling his composure is affected by his environment and the attitudes of the adults around him. Whereas the first grader is seen to respond with freedom and abandon to the piano or phonograph record, the second grader often begins to show shyness, self-consciousness, and reluctance to express his ideas. Without a continuous program of rhythmic activities the child is likely to lapse into uncertainty regarding his acceptance of this activity. It is the obligation of the school to provide a well-balanced program of rhythmic activities for all children in all grades. Beginning with simple movements involving a single idea, rhythmic instruction should progress to more complex compositions and more difficult dances.

The opportunities for social growth inherent in rhythmic activities are compatible with the desired outcomes of education. Opportunities to work in groups, to adjust to others, to grow in respect and appreciation for the dignity and worth of others, to give expression to creative ideas are all present in the subject matter and its organization. Certain social courtesies becomes habits only as they are learned through practice in satisfying situations. Tensions are eased and a feeling of belonging and adequacy is established as the self a lost in joyous rhythmic activities.

There are, of course, similarities in body movement for participation in games of low organization, more highly organised team games, and rhythmic activities. A child walks, runs, skips, hops, leaps in his everyday life; but in rhythmic activities he performs these same movements in different arrangements and combinations, accompanied by an established rhythm which makes his performance unlike those in his other activities. The development of these skills in dance patterns must be given specific attention. No well-rounded program which has as one of its purposes that of skill development can be considered adequate without the inclusion of rhythmic activities, because physical skills acquired through sports provide no assurance whatsoever that a person will possess skill in rhythmic activities.

The program includes instruction in fundamental rhythms, creative rhythms, and folk dances. Fundamental rhythms are those forms of basic movements found in everyday life: walking, running, skipping, galloping sliding, hoping, leaping. These are natural movements in which correct body mechanics should be emphasized along with rhythmic accuracy. The urge to dance spontaneously is met with creative rhythms, which leads to the shaping of rhythmic movement into definite sequences or patterns. Children are curious about their neighbors around the world and the life of their ancestors. Folk dances tell part of the story. The three parts of the program receive different emphases at the various grade levels as determined by the needs of the group and their physical and psychological stage of development.

Stunts

The desire of a child to test his strength and skill and to measure his accomplishments by his own progress or by comparison with his peers is a force which prompts him to attempt many feats of balance, strength, and control. Stunts are fun to do; they provide opportunities for release from tensions. Through such activities the child may experience satisfaction of attainment and become aware of his ability to succeed. Recognition is accorded each child for his part in individual or group stunts and his personal successes wisely used contribute to self-esteem and recognition of social worth.

Stunts contribute to the development and maintenance of muscular fitness. They provide opportunities for the wholesome stimulation of the organic systems of the body and for the development of strength, flexibility, and bodily control. Through these activities certain groups of muscles are more fully stimulated than in games and rhythmic activities. This is particularly true of those muscles which keep the body and head erect and the abdomen flat. Through especially designed exercises these muscles may be exercised; but by careful planning many of the same results may be attained through the performance of stunts, providing a medium which is fun and sufficiently challenging to motivate continued practice beyond the instructional period.

Classroom Games

Classroom games are those which, because they require a limited amount of activity and space, can be played in the classroom and are suitable for various recreational situations. These games are important because of the additional emphasis and variety they give toward the accomplishment of the social recreational, and to some extent, the skill objectives of the total physical education program.

The child learns social adaptability through his repeated applications of approved behaviour responses in increasingly numerous and varied social situations. Classroom games, therefore, are valuable in providing opportunities for additional and varied practice in those social responses emphasizes in other phases of the physical education and general education program. The same underlying principles of good leadership and good followership, the same standards of courteous sharing and self-control, and the same emphasis on the development of individual's responsibilities in group endeavors are present to be taught and applied in each unique situation offered through these games. These teaching situations arise with at least equal frequency, although often in a different form, in these activities as in other physical education or classroom activities. As they arise, they must be recognised and used to best educative advantage by the teacher if classroom games are to achieve their full and real values.

While learning classroom game activities, the child should learn also their suitability to various occasions, the things to be considered in planning a balanced selection of activities for recreational use under different circumstances, and the ways in which activities should be conducted to bring greatest satisfaction. So directed, the classroom game program becomes a valuable process of recreation education and never just a series of things to do in the classroom "when there is nothing more constructing to do". Such faulty conceptions of the full purposes and wide educational possibilities of this phase of physical education, have, in the past, prevented its most valuable utilization.

It is not necessary to spend time drilling on the physical skills connected with classroom games. These skills in themselves will prove of little lasting value to the child, but learning to perform a variety of them gives him the satisfaction of achievement. In brief, it may be said that classroom games provide opportunities for:

1. Guiding the child's social responses in many different situations
2. Developing attitudes and abilities basic to the child's worthy use of leisure time both now and in the future
3. Developing a familiarity with games and activities suitable for various recreational and free-time situations
4. Developing understandings and abilities involved in the planning, selecting, and conducting of games of this nature

PLANNING THE PROGRAM

In order to make the most effective and economical use of the physical education period, it is necessary for each teacher to plan his program with the same degree of thoroughness that he uses for any other phase of his instruction. Thus, objectives may be set up and appropriate activities selected which will lead to the realization of educationally desirable goals. In planning the program, the teacher should bear in mind that the characteristics of any teaching situation will influence, in some degree, the program which he is able to set up. Furthermore, it is educationally sound and highly desirable that the children should have a part in setting up the program. This will aid the teacher in discovering certain interests and felt needs of the children.

Participation of this type will make the physical education program more meaningful to the pupils, and they will tend to look upon the program as their own. Children can and should, in keeping with their abilities, be led to set up objectives, select activities, and evaluate the degree to which they have realised their objectives. Through wise guidance and leaderships, the teacher can steer the pupil-planning to the end that educationally desirable goals are realised. While the program should be planned, not only on a daily, but on a weekly and a yearly basis as well, it should be noted that the daily and weekly programs will tend to be definite, whereas the yearly plan will necessarily be tentative.

Determining Scope and Content of the Program for a Particular Grade

The teacher's first step in planning the physical education program for his grade is to determine the various types of activity which he plans to include and the approximate amount of time which will be devoted to each. A study of Table 3 will be helpful to the teacher in completing this phase in the planning of his program

Scheduling the Various Phases of the Program

After the teacher has determined the various phases of the physical education program to be included in his plan for the year and the approximate percentage of time to be assigned to each type of activity, he should set up his schedule according to days and weeks. Of course, in most situations it would not be desirable to use such a schedule the first week of the school year. Near the beginning of the year one phase of the program might be used for an entire week. Then, in another week a second phase could be introduced, with a third phase being added the following week. Once all phases have been learned, a weekly schedule should be established and adhered to for a period of time. In this way children know what to expect each day and can make plans prior to the physical education period. If variety is desired in the schedule, it could be changed at intervals throughout the year.

Determining the Specific Activities in the Yearly Program

After the teacher has determined the weekly schedule, he should tentatively select and list the specific activities which will be used in the program during the year. This means that the teacher will make a list of the specific games which he plans to use in small group play. He should draw up complete lists of activities for each phase of the program which he has planned to include in his physical education schedule.

❑

CHAPTER-10

The Child in the Modern School

The child is the center of focus in the modern school. The school exists for the purpose of helping the child reach his greatest potential development. Thus, each phase of the school program is directed toward contributing in its own unique way to that development.

Physical education's potential contributions have been discussed in Chapter 1. This chapter attempts to illustrate more specifically how the teacher (discussed in Chapter 2) can in the setting (described in Chapter 3) use the program (outlined in Chapter 4) to help children grow physically, socially, emotionally, and mentally.

THE NATURE OF THE CHILD

Great emphasis is placed on the importance of the recognition of individual differences and the obligation of teachers to direct the growth of each child along lines consistent with his own needs rather than attempt to shape all children into one pattern. Children are alike in their basic needs but differ widely in the intensity of their needs and the ways in which they may be met. It is important, then, that the likeness as well as the differences of children are understood.

Differences in Background and Environment

The children of the poor and the rich sit side by side in school. Some are well fed and well nourished while others know only too well the constant gnawing pains of hunger. The majority come from happy homes; yet there are many who know only the quarreling of parents and relatives, or the bitterness of broken homes. There are those who know the loving care of one parent but not the joy of both a mother and a father. There are children from large families and those who have no brothers or sisters; those whose life is rich with interested relatives and others whose out-of-school companions are largely adults. Frequently the mother must work to provide the sole means of family support. In other cases, both parents work to provide a more comfortable living. Such homes often afford the child a lonely homecoming after school.

There are boys and girls from apartment dwellings without adequate indoor or outdoor living space and children who have an abundance of playthings and play areas. Some children will come from crude bare shacks devoid of running water, while others take for granted all the luxuries of modern living.

Many children are strong and sturdy and free from physical defects while untold numbers are handicapped by such correctable defects as bad teeth, diseased tonsils, defective vision, impaired hearing or by permanent deformities resulting from birth injuries, accidents, or disease. Some of the pupils are fatigued by the time the school day begins, having risen before daylight to deliver papers or lend a hand with the farm chores; others receive the proper amount of sleep and can devote their full energies to school activities.

Among the mentally average children are the slow learners and the potential geniuses grouped together by chronological rather than mental age, except some few who are placed in special classes. The importance of this problem is seen, when it is remembered that even children of equal mental ability do not necessarily learn at the same rate or by the same process of reasoning. While many children attend school as required by law, their schooling is so interrupted that continuity of instruction is practically nonexistent. This is particularly true of the families of migrant workers who follow the crops seeking employment. On the other hand there are children attending the school of their parents, often taught by the same teachers who taught their mothers and fathers.

These, then, are the children who fill our schools, upon whose shoulders rests the future of the nation. What they make of their lives will determine in large measure the advances of civilization. The school has the privilege and the responsibility to provide a curriculum which will make possible maximum personal and social growth of each child.

Each child is a unique individual, to be accepted and respected with personal dignity. Democracy holds dear the individuality of each person, promoting the greatest creativity of mankind through a system of education designed to encourage rather than stifle this individuality. Thus the real challenge confronting education today is to help each child develop his powers to the fullest extent, to guide him in establishing values consistent with democratic ideals as he learns to rule his life as a productive citizen.

Similarity of Basic Needs

Children differ in heredity, environment, and ability, but they are alike in their basic needs. While they differ in reaction to people and things, in the values they place on behaviour, in rate of learning, and in comprehension of the significance of things learned, they are alike in their need for love, understanding, security, status within a group, and satisfying outlets for creative and intellectual powers. Children differ in terms of satisfactions of their needs rather than in their fundamental needs. The intensity of their responses to situations is determined largely by the total environment.

For example, a child whose parents provide love and respect is less likely to seek them from his peers and teachers than the child who lacks love and understanding in the home. The school has the obligation to provide abundant sources from which each child may draw in proportion to his needs and to guide him in channeling these responses into worthwhile patterns of behaviour.

SIGNIFICANT LEARNING SITUATIONS IN PHYSICAL EDUCATION

In order that physical education experiences shall be utilized to the fullest extent, each teacher should be keenly aware of the learning situations inherent in the planning, organization, and evaluation procedures used in each lesson as well as those provided through games, dances, and stunts. Children learn those things which have meaning to them; and as situations produce satisfaction or dissatisfaction, future actions are being shaped and goals established. However, desirable learning will not inevitably occur simply because the children have been exposed to it; it can be assured only when experiences are analyzed, understood, and viewed by the child in relationship with other similar experiences.

In this manner learning takes on a broader aspect and becomes part of a basic concept of behavior. For example, if problems arise while a game is in progress, a discussion of the cause may reveal many things. That some children have not cooperated is just the beginning not the end of the analysis. The teacher must ask himself why the children did not cooperate. Was the game or some part of it not satisfying ? Were the competitive aspects of the game not equated ? Was the circle so large that the It in Center Keep Away had only a slight chance to intercept the ball? What should have been done at the time? It is probable that had the game been stopped and the situation understood, the game might have been adjusted so that it would have been a pleasure to all? If, on the other hand, the conditions were favorable for maximum enjoyment and one child had not done his part to make the game successful, the class would need to discuss, objectively, the obligations of each individual to do his part to make the game fun for all and make suggestions for the game which would prevent the repetition of undesirable behavior. As behavior is evaluated children grow in their understanding of both adult and peer standards of conduct. If the teacher is aware of the fact that a child may be seeking attention by being uncooperative, an effort should be made to provide the attention which he desires under appropriate conditions.

Physical education provides activity which to the child may be an end in itself. However games, stunts and rhythms offer opportunities for restless movements to become purposeful activities, and under wise leadership deeper meanings of play may be realised.

Rules Are Important

Rules of the game have been likened to the laws of society. Children must learn the importance of rules and laws and the necessity of abiding by them. Games provide innumerable situations through which, under wise leadership, children will grow in their understanding of the relationship of rules and laws. Inherent in this concept is the need for children to learn to accept the consequences of their own actions. Admitting when one is tagged is evidence of acceptance of this responsibility; yet often growth in understanding of this obligation is thwarted by the teacher who, in a tag game, immediately calls the names of persons tagged, leaving the impression that others, though tagged, were simply lucky enough to get by. Such practice may help foster the concept that an act is wrong only when one is caught.

The responsibility must be placed on each child to admit when tagged, to abide by the rules. Properly handled, games provide opportunities for growth in these understandings.

The Concept of Self in the Group Is Important

How to get along with others and to be accepted by the group is an ever present need of man. A physical education program designed to aid children in understanding personal obligations to others will provide opportunities for sharing ideas in planning sessions and at the same time help them learn when to speak and when to withhold comment to allow others an opportunity to speak. Because games create an emotional climate somewhat more intense than that which exists in the classroom, numerous problems will arise in a short span of time. Wisely guided, children will gain an understanding of accepted ways to solve these problems and to resolve their conflicts. Through play, a child may be helped to recognise his obligation to the group in carrying out plans which have been made.

Competitions is Important

The aspects of competition in sports must be clearly understood to avoid misdirection. In the early school years the child is strongly ego-centered; in his desire to excel, he matches his skill against any or all others. He tries to prove that he can run the fastest, jump the highest, throw the best. He quickly forgets if he won or lost and is ready for another rival at any time. This is competition without cooperation. Many games of low organisation are based on the simple element of a chase, repeated until the game is terminated. In such a game as Brownies and Fairies, for example, the outcome of the game is not as important as the tagging which makes up the game. As the child matures, he begins to recognise his contribution to the total effort while still evaluating his own individual successes. In a relay, for example, he tries to outrun his immediate opponent, but he is also eager for his team to win. Ultimately, self will be subordinated and satisfactions will come from cooperative results.

Some children remain at the ego-centered level of development and are unwilling to accept defeat even to the extent of refusing to venture into a new activity for fear of losing or failing. Others will participate but will find alibis for their failure. In order that children may be helped in learning to deal with success and failure, games should be selected which are in keeping with their level of maturity, and outcomes should be weighed by child, not adult, standards; otherwise frustrations and tensions will result as children attempt to win adult favor.

THE DEVELOPMENT OF PHYSICAL SKILLS

The ability to use muscles efficiently is commonly called skill. This is important to every individual both from the standpoint of efficiency of movement and from the standpoint of acquiring status in his group. Skills can be classified into several groups. Those which are related to participation in dance, game, and stunt activities comprise one group and such utilitarian skills as walking, sitting, standing, and lifting comprise another.

Game, Dance and Stunt Skills

General skills are those movements common to most spot and dance activities. They have been called by various terms. Those who have been concerned with demonstrating that games, dances, and stunts are activities in which man, by his very nature, is supposed to engage have called them natural activities. Those who have been concerned with demonstrating the commonalty of the various play activities have termed them fundamental skills. They are called general skills here to emphasize the fact that it is the gross elements of game, dance and stunt skill that are common to most play activities.

The general skills of running, throwing, kicking, jumping, and striking need to be learned early in life because they serve as basic movement patterns upon which the more refined specific skills of play activities are built. Children of early elementary school age have not reached a maturation level that permits them to achieve success in skills that require coordination of the finer muscles. However, they can control the larger muscles of the trunk and extremities if they have a clear conception of the movement to be performed. It is the responsibility of the teacher to help them acquire the correct concept. As children participate in the lower forms of play activities, they should, from time to time, have the principles of movement explained and demonstrated to them.

One principle that children should learn early in their school play life is the principle of opposites. In throwing or striking an object or in running, the lower limbs coordinate with the upper extremities on the opposite side of the body. In handling objects, when the upper extremity is drawn back to throw or strike, the leg on the opposite side of the body is in a forward position. In running, as one leg is brought forward the upper extremity on the opposite side moves forward. For example, in throwing a ball with the right hand, the lower extremities are in a stride position, with the left leg in advance of the right as the arm is brought back for the windup.

Children also need to learn the principles of weight distribution in play. In throwing or striking an object, the weight should be largely on he back foot as the arm is brought back. As the arm moved forward, the weight is shifted to the forward foot. In dodging, broadening the base of support (spreading the legs) and lowering the center of gravity (bending at the hip and knee joints) distribute the weight so that the player can move in any direction.

Other concepts of movement which children need early are: when running, the weight should be carried on the balls of the feet, and the trunk should lean forward; eyes should be focused on an object when catching or striking it and on the target when throwing to or at something; fingers should extend downward when catching objects below the waist and upward when catching them above the waist; and when throwing or striking an object, rotation of the trunk provides additional power.

Many children learn these various concept by watching others and through trial and error. Some need help. A brief discussion and demonstration at times when several children are having difficulty getting the concept will be sufficient for most children. Some will, of course, experience difficulty over a period of years. The directed-play, small-group-play, and large-group-play phases of the program offer opportunities for the teaching of general skills.

Utilitarian Skills

To accomplish work with the least dissipation of energy is the first principle of the conservation of human resources, the basis for physical efficiency. Instruction in the efficient use of the body in the performance of such movements as standing, walking, running, sitting, pushing, pulling, lifting, and throwing is important to conserve energy and avoid undue strain on the body.

No one individual is in so strategic a position to help youngsters understand the basic principles of body control as the classroom teacher under whose watchful eye chairs are moved, doors opened, windows raised, heavy objects moved, and balls caught and thrown. To "let nature take its course" will by no means insure correct use of the body; the child must be taught the basic principles of body mechanics. In brief, these principles are as follows :

1. Each segment of the body must be balanced over its supporting segment and over the base of support in such a way that the pull of gravity is through the center of the base of support.
2. When one part of the body is note in correct alignment, another segment is thrown out of alignment to compensate for the pull of gravity,
3. To maintain balance when receiving an additional force the base of support should be spread in the direction of the on-coming force.
4. Additional weight becomes part of the total body weight changing the center of the weight over the base of support. When the weight is spread, the base of support should be widened.
5. The large strong muscles of the trunk perform work more easily than the smaller weak muscles.
6. Joints should be protected by allowing room to "give" under additional force which further extends the joint.

Standing. With the body in proper alignment, the head rests on the neck and is balanced over the shoulder girdle; the shoulder girdle is balanced over the trunk and the trunk over the pelvic girdle. These segments are supported over the legs, the ankles, and the feet. If any part of the body is thrown out of line, another part of the body is thrown out of its proper position to counter-balance the weight and pull on the muscles and ligaments. With the body in complete balance the weight of each segment is carried by each supporting part and is in position to work efficiently, without strain. The feet from the base of support for the body. This base must be wide enough to accommodate the spread of the body weight. If the base is too narrow (feet too close together) one weight. If the base is too wide (feet too far apart) the weight is thrown along the inside of the ankles and knees. The correct width is between the two extremes, with the feet parallel and a few inches apart.

The common postural fault of a forward head and round back permits a strain on the muscles which link the vertebrae together and cause a downward pull on the abdominal organs, resulting in possible damage to the vital organs of the body. If a swayback position is assumed, one will see that the abdomen will protrude, the chest become flat, the shoulders round, and the head forward. It is impossible to hold the upper body in correct position with the pelvic girdle out of line.

Sitting. When sitting in a straight chair, the back of the trunk should touch the back of the chair from the shoulders to the back of the buttocks. The feet should reach the floor with ease. The depth of the seat should be sufficient to give support but should not be so deep that the front edge causes pressure under the knees. Children will need to change their positions frequently-nature causes their muscles to crave activity-but correct sitting posture is less fatiguing over a period of time than a lounging position. Slumping to a semireclining position in a straight chair interferes with normal functioning of the lungs and crowds the heart and abdominal viscera.

Walking. To achieve a smooth, efficient walk the heel is placed on the ground, the weight is then transferred along the outer border of the sole of the foot to the toes from which position the body weight is pushed forward to the next step. The toes are pointed straight ahead and are used with a gripping action to aid in balance and control. For a smooth, gliding walk the body weight is pushed forward rather than lifted on each succeeding step.

The length of the stride is dependent upon the length of the individual's legs. The legs should swing forward from the hips. The pelvic girdle remains at right angles to the line of direction. One of the faults in walking is the failure to use a full leg swing from the hip. Another fault is that of walking with the toes pointing outward in a slue-footed manner. This position results in the weight being thrown on the weak inner borders of the feet. Still another fault is that of shifted the weight too far to the side, which produces a waddling walk. The ligaments of the hip and knee are in a strained position with this type of walk.

Lifting. When additional weight is to be added to the body weight, such as lifting a chair, a box of books, a playmate, the entire body should be as close as possible to the object to be lifted. By squatting down to lift the object, the strong muscles of the legs are used to push the body with its added weight to an erect position. Bending from the waist to lift an object places the work on the weak muscles of the back, which may easily result in back strain or prolonged discomfort.

Pulling. To pull a heavy object, the feet should be in a forward-backward stride position in order that the base of support may be spread in the direction of the pull, and the application of force will be through the knees and hips. The knees and hips are slightly bent, and the force is applied as the forward knee and the hips are extended. The trunk must be kept in its normal relationship to avoid strain on the weaker muscles of the back. To lean forward from the waist to pull an object places the work on the back and arms.

Pushing. To push an object, the child should stand sufficiently for away so that the body is inclined toward the object rather than erect beside it. The feet are in a forward-backward stride position, the knees are bent in order that force may be applied with the extension of the hips and legs. Contact is made with the arms straight or with the shoulder pressed against the object, so that the push comes from the strong muscles of the hips and legs. The swayback position will cause strain in the lower back.

SOCIAL DEVELOPMENT

Since the physical education program can serve as an excellent laboratory for social development, perhaps too much cannot be said about it. However, the following discussion will be confined to social development from the aspect of leadership and followership.

Suggestions for Developing Leadership

As is true in other areas of the school program, every child can find in the physical education program some way in which he can display some leadership. The leadership opportunities afforded by the physical education program are likely to have more meaning to the child than opportunities he encounters in other areas because they tend to be more concrete in nature and because they are connected with play. The teacher should utilize every opportunity to help children develop leadership in keeping with their abilities.

Leadership Opportunities. Many leadership positions can be provided in the physical education program. Some require little leadership ability. Others require a rather high type of leadership and, hence, should serve as a challenge to the better leaders.

The necessity for moving from the classroom to the play area for activity presents a leadership opportunity in the from of line guides. If two guides are used, one can lead the line and the other can call the children into line and check to see that they maintain the line in the walk to and from the play area. By serving for two weeks, they can rotate at the end of the first week and both will have an opportunity to serve in both capacities.

Not much leadership takes place in directed play because of the age of the child. When directed play is first begun, about the only leadership expected is that those who get equipment out of the box will return it. Gradually, however, the ones who get equipment from the box are expected to assume some leadership in the conduct of their activity.

The leader plays an important part in the small group play program and considerable attention is given to the development of leadership in this phase of the program. However, since the leadership involved is rather stereotyped in that much of the procedure it follows is regulated, every child should be able to lead a small group game. Certainly, every child should be given in opportunity to try.

The leadership in large group play is somewhat more difficult then that involved in small group because large numbers of children are involved. However, the teacher, having fewer groups to supervise, can give more help to large group leaders. The leadership, then, is such that most children should be given an opportunity to lead in this phase of the program.

Perhaps the highest type of leadership in the physical education program is required in the team game phase. While the leadership involved in the skill practices and in some of the skill games is not much different from that of group play, that involved in the elementary team game is a much higher type. The captain of the team must assign positions-a task requiring objective judgement-determine strategy, inspire best performance, represent his team in all dealings with officials, and perform many other functions requiring initiative and original thinking. Hence, only the best leaders should be selected as team captains when the team is to have a permanency of more than one day.

Many opportunities present themselves for leadership of various types in dance activities, stunts, and classroom games. For the most part the teacher serves as leader for these activities, but from time to time there are situations where children can be placed in charge of sections or even the entire class.

Check list of Leaders' Duties. The following list of duties of leaders may be helpful in discussions with the children concerning leadership.

1. A good leader is well prepared to lead his activity.
    - (*a*) He understands thoroughly the activity he plans to lead.
    - (*b*) He has all necessary equipment ready before his group comes to him. (He may have equipment placed ready for a game, or he may have plans for its placement after the group arrives.)
2. A good leader organizes his game quickly and efficiently.
    - (*a*) He knows the approximate number or the number limit of players to comprise his group and establishes his group quickly.
    - (*b*) He knows efficient ways to divide his group as the game demands, ways to select an It or to fill positions, and ways to secure necessary formations.
3. A good leader gains and keeps the respect of his group.
    - (*a*) He is impartial in distributing choice positions, in distributing praise or constructive suggestions to players, in welcoming with equal friendliness all children eligible to play in his game, in considering suggestions from members of the group, and in making his decisions fairly.
    - (*b*) He receives the willing attention of the group when it is advisable.
    - (*c*) He makes suggestions and gives directions in such a manner that his group wants to follow him.

    - (*d*) He uses good judgement in analyzing and solving difficulties which arise, in evaluation suggestions of the group, and in considering decisions to be made.
    - (*e*) He acts upon his decisions firmly and inoffensively.
    - (*f*) He leads his group, by good example, to meet adverse situations cheerfully and to be unboastful of successes.

4. A good leader gives directions well.
    - (*a*) He speaks courteously and in a well-modulated voice.
    - (*b*) He makes explanations and suggestions so that they are clear and understandable to the group.
    - (*c*) He is alert to any needs for further explanations.
5. A good leader is enthusiastic and interested in having his activity go well.
    - (*a*) He is actively interested in and enthusiastic about the activity he is leading.
    - (*b*) He encourages all in his group, by good example, to do their best and to participate correctly.
6. A good leader concludes his activity fittingly.
    - (*a*) He summarizes results or announces scores if there are such.
    - (*b*) He makes sure that all equipment is properly replaced.

Suggestions for Developing Followership

Of course, there are followership opportunities in every situation where there is a leader. In reality followership is nothing more than behavior. But since a child's behavior is somewhat different when following the leadership of another child from that displayed when following adult leadership, it seems advisable to have children think of behavior in terms of followership. This is particularly true in small and large group play when leadership is so much in evidence.

Check List of Followership Qualities. The following list can be used as a check list of qualities of a good follower in discussion of followership with children.

1. A good follower demonstrates a respect for the leader of his group.
   - (*a*) He allows the leader to do the leading, rather than trying to assume leadership himself.
   - (*b*) He is considerate of the leader's problems and is tolerant and helpful, rather than critical of a leader's mistakes.
   - (*c*) He makes suggestions to the leader, when advisable, in a fitting and courteous manner.
   - (*d*) He shows respect for the leader's opinions and accepts his decisions as final.
2. A good follower listens to directions and follows them well.
   - (*a*) He gives good attention to the leader and makes sure that he understands directions before attempting to follow them.
   - (*b*) He follows directions promptly, enthusiastically, and without argument.
3. A good follower is conscious of his participation in a social group.
   - (*a*) He wants the group to accept him and seeks to develop the desirable qualities which should make him acceptable.
   - (*b*) He is courteous and friendly to all members of the group.
   - (*c*) He is equally considerate of the rights, the feelings, and the interests of all members of the group.

4. A good follower cooperatively assumes his responsibilities in group endeavors.
   - (*a*) He works willingly and impartially with any member or members of the group to secure group enjoyment and participation.
   - (*b*) He tries enthusiastically to carry out the decisions of the majority.
   - (*c*) He shares fairly with other members of the group the praise or blame for any outcomes of group activity.
   - (*d*) He offers willingly, when advisable, his help and his suggestions in such ways as
     - (1) Assisting with duties
     - (2) Discovering and suggesting solutions to problems and ways for improving standards of behavior and performance within the group activity
5. A good follower is unselfish.
   - (*a*) He shares fairly with everyone the opportunities and equipment involved in group activity.
     - (1) Waits his turn willingly
     - (2) Avoids delaying the group as in
       - (*a*) Playing alone with equipment
       - (*b*) Allowing side interests or self-interest to lead him away from group activity.
   - (*b*) He avoids trying to receive special attention or favors from the leader.
   - (*c*) He continues to give full support to group activities and purposes until these are completed or fulfilled.
6. A good follower has self-control.
   - (*a*) He controls temper, anger, overassertiveness, bossiness, overexcitement, boisterousness, and unkindness.
   - (*b*) He accepts criticisms, decisions, directions, or suggestions from the leader or other

members of the group without resentment or argument.

(*c*) He listens politely when others are speaking.

(*d*) He accepts adverse situations cheerfully and does not boast unduly about successes.

(*e*) He abides by the desirable group standards of performance and behavior.

(*f*) He stands up for his rights courteously and at the right time.

ADAPTING ACTIVITIES FOR LIMITED PARTICIPATION

Children whose physical condition is such that limitation of activity is necessary need special consideration. However, it is neither necessary nor desirable in most cases to separate these children from others in the class. Neither should they be excused from participation. Every phase of the program can provide play opportunities for children whose activity must be limited.

With the wide variety of activities in directed play, counseling in the selection of activities is usually all that is necessary to assure that children participate in activities which provide the amount of physical exercise each needs. Those who require limited exercise can be guided into such activities as bouncing balls, playing catch, throwing at targets, or other less vigorous activities.

In small group play the problem can be handled in several ways. If a large number of children are involved, all of the games selected might be of the less active type. Where only a few are involved, one less active game might be chosen, and those children with, limitations allowed to remain in the game. Where only one child is involved, he can on occasion be selected leader for the activity. In situations where suitable areas are available, children requiring limited activity may be permitted to play *Jacks, Pick-up sticks*, or any "table game" as their small group game.

In large group play the problem is sometimes more difficult. Since all of the large group games are of the active type and there is little, if any, choice of activities, the problem of limiting the activity of any one child may have to be solved by having him do something different from the other children. His participation may have to take the form of scoring, judging, or calling. Children can also be used in some relays as objects around which the other players run. Sometimes, it is desirable to select as leader a child who cannot take an active part, with the stipulation that he serve as a nonplaying leader.

In team games activities opportunities for limitation of physical exertion are numerous. Referees, umpires, scorers, and other officials are needed. Many of these positions call for little activity. Also in many of the team games, practice of skills can be engaged in without undue exertion.

In dance activities less active participation can be easily arranged in all but folk dances. Here the child who cannot participate actively may be assigned to help with the record player, keep time with a percussion instrument, assist the teacher in working with performers having difficulty, or just observe.

In stunt activities many of the stunts are of the less active type. Children with limited capacities can be assigned to these or to serving as "safety men."

So many of the activities of the classroom games phase of the program are of the inactive type that little problem should be encountered in providing activity limitations in this phase.

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CHAPTER-11

Special Programs

Assembly programs, pageants, testivals, carnivals, demonstrations, exhibitions, and contests are all part of the activities in the elementary school. There is often real danger that a program will become an end in itself, consuming a disproportionate amount of time with outcomes of questionable worth. However, the potential for growth is great when the ultimate goal of such programs is to provide wholesome educational experiences for children. There are numerous occasions for special programs. Always in demand are assembly programs, ranging from simple to very highly organized productions.

- In this chapter one suggestions will be presented for assembly programs. These principles may be summarised as follows :

1. Children should participate in the planning of the event.
2. Children should have as much responsibility as possible in the preparation and management of the event.
3. Activities should be in keeping with the needs of the group.
4. The theme, if one is used, should be appropriate to the maturity level of the children involved.
5. The program should have purpose and meaning to the children and should relate to their present

learnings. Audience interest or appeal is secondary to the needs of children.

6. The children should have fun, but as the only goal, fun does not justify the time, effort and expense involved. There must be other purposes.
7. Every child in the room should participate in the preparation and performance. Exploitation of the gifted child for the sake of a more polished performance should be avoided.
8. Evaluation should follow reasonably soon after the event is over and should be focused on the following questions :
   - (*a*) Have the children improved in their skills ? Did the activity motivate them to strive for better performance of personal skills ?
   - (*b*) Did they work cooperatively with evidence of increased awareness for the need for emotional control ?
   - (*c*) Did they work cooperatively with evidence of an increased sensitivity to the needs of the less skilled ?
   - (*d*) As a result of the experience, are they more poised and self-confident ?
   - (*e*) Were they given an opportunity to solve their own problems ?

ASSEMBLY PROGRAMS

From the daily instructional periods of physical education, unique and appropriate materials may be drawn for assembly programs. Dances, songs, and dramatics are the types of programs most frequently used for pupil participation; yet there are many other sources which offer a wealth of material for staged performances. In addition to the dances, which are colourful and pleasing to watch, the stunts and games taught in the physical education classes are appropriate for child or adult audiences. A search for something different provides an opportunity for teacher and children to analyze the purposes of a program and to determine ways to achieve these purposes. Cognizant of the fact that a program should entertain, the children must recognize also their own personal needs which must be met through carefully planned experiences. The children will further broaden their understanding of and appreciation for auditorium programs as they attempt to solve their own problems dealing with restrictions imposed by limited floor space, inconvenient arrangement of entrances and exits, poor acoustics, and other restricting physical factors.

Stunts

There are innumerable stunts, both individual and group, which are suitable for programs. Although many of the stunts are no more than simple tricks, almost all of them appear more difficult than they are, and thus create great suspense in the audience. For interest and variety the sequence in the program should include both large and small groups, and should utilize posed and action stunts. Among the posed stunts are the pyramids, a popular form of activity with audience and performers, and such group stunts as *Angels, Stomach Balance, Sitting Balance, Handstand with Assistance*; action stunts include *Rocking Chair, Human Ball, Chinese Get-Up, Wooden Man*, and others.

In preparing for a public performance, the children should understand that nervousness and excitement may affect their ability to perform a well-known stunt, and that, with conscious effort, they must exercise greater physical control. They must endeavor to remain as calm as possible and move with as much deliberation as time permits.

Costumes should be appropriate for the occasion. They may consist of shorts and shirt, a gym uniform, or a suit especially designed for the program. They should be styled simply with no frills or ornaments which would interfere with the movements of the performer.

Games

Games may be used to give variety to the assembly program. While the public is accustomed to the sports spectacle on the athletic field or in a gymnasium, games of low organization on an indoor stage may be unusual but equally as interesting to an elementary school audience. The games selected should be competitive in nature to hold the interest of the audience and should involve very little running if space is limited.

Rope Jumping

Rope jumping, a popular activity among children everywhere, has unusual possibilities for program material. While simple jumping is not sufficiently interesting to spectators to be used on a program, there are numerous stunts which an audience would enjoy, for example :

1. Group jumping, each with an individual rope moving through such formations as the grand march.
2. Jumping a long rope while turning and jumping a short rope.
3. Jumping a long rope while bouncing or passing a ball.

Enough space is needed for the performance to allow each rope to be turned freely without interference. Thus on a small stage it might be possible to use only one long rope, or two or three short ones.

DEMONSTRATIONS

A physical education demonstration is usually conceived as a public performance planned for the purpose of acquainting parents and the public with the physical education program, thus providing an excellent opportunity to bring the school and community closer together. Presented on the stage of an auditorium or more often in its natural setting in the gymnasium or on the playground, the demonstration is unique among programs in that emphasis is placed on informing rather than entertaining the audience. The demonstration program usually includes a variety of activities in which the importance of perfection is minimized and the opportunity for children in all grades to participate is paramount.

A demonstration may be planned to show the nature of the activities, the types of organization, the extent of progress made since a previous demonstration, or for many other purposes. the program must be carefully planned and presented to avoid misinterpretation of the purpose and content of the physical education program. Some of the pitfalls to be avoided are listed below :

1. Failure to orient the audience properly. This may be avoided by having printed programs or using a narrator or commentator. It is important that some introduction or explanation be made to the audience if they are to understand the significance of what they see.
2. Too much stress on making the demonstration a good show. When this happens the "dubs" are relegated to the sidelines and the "stars" perform. For the program to be really effective, all children should have the opportunity to participate.
3. Overemphasis on certain phases of the program. While it may not be possible to include all phases

of the program in one demonstration, the breadth of the program may be explained and later demonstrations may be planned to show those things previously omitted. If, for example, a program of stunts is presented each time, it may give the impression that this activity is the main part of the physical education program.

4. Extended disruption of the physical education instruction period for rehearsals. The activities should be drawn for the daily program rather than especially prepared for a "show."

Maypole Dance

In the tradition of May Day, winding the maypole is a favorite activity. It is customary to dance around the pole before winding it. In early English times circle dances using a pattern of movement to the left, to the right, to the center, and back again became established as maypole dances. The children may compose an original dance routine along the same general pattern, or an appropriate folk dance may be used.

After completing the dance, the dancers go to the pole to get their ribbons; then they move back into a large circle in preparation for winding the pole. To wind the pole, boys and girls face each other in a single circle, the boys facing counterclockwise, the girls clockwise. As they circle the pole, they pass alternately right and left shoulders, going under the ribbons when they are on the inside of the circle, over when on the outside of the circle. Winding the pole in this manner is recommended for the upper elementary grade children. For the lower grades, to simplify the activity, it is suggested that they wrap the pole. To do this, each child holds a ribbon and walks in a clockwise direction around the pole. Still another procedure which gives the desired effect, but is less tedious than winding, is that of using two concentric circles, each going in opposite directions. Those in the inner circle, moving clockwise, hold their ribbons low; those in the outer circle hold theirs high and go in the opposite direction. Although the outer circle wraps on top of the inner circle the effect is pleasing and is suggestive of the traditional pattern.

In a public performance it is usually considered best not to unwind the pole. Mistakes may be covered up if made when winding, but in reverse the ribbons may become hopelessly tangled. It is well to allow the ribbons to drop to the pole and have the dancers make a graceful exit.

Suggestions for Constructing the Maypole

The maypole should be approximately 12 to 15 feet ball and must be securely anchored. Unless it is pegged to the ground or the floor in some way, someone should stand beside the pole and hold it. The children will pull their ribbons much harder than they intend, and there is real danger of injury to a child if the pole is pulled over.

The ribbons should be approximately 3 inches wide and 15 to 18 feet long and should be hemmed to avoid tangling from the ravelings. At the end of a practice session the pole should be unwound and the ribbons rolled about halfway up and tied with a cord around the pole to keep them from tangling.

PLAYDAYS

The playday is a form of organised play in which the boys and girls in grades four, five, and six of one elementary school are mixed with those of one or more schools to form teams for the purpose of playing together. The spirit of fun and play rather than the drive to win is emphasized in a playday ; the fun of playing is held more important than the outcome of the game. In order to provide an environment free from the usual pressures on school teams, the playday is organised in such a way that neither schools nor individuals will be declared winners because play is by teams composed of representatives of all the participating schools.

The Values of a Playday

A playday is democratic experience in which children of all abilities are treated alike and all become members of a group by chance, not by choice. The elected and the rejected are on equal footing because of the method of organization used.

Children love to play; through play, the stiffness of a strange group quickly relaxes, and the way is paved for making new friends in a new environment. With the removal of the pressures to win a championship or defend a title, the emphasis is placed on the fun of playing with rather than against an opponent and of merging self into a group. New friends are made, new games learned, new schools and communities visited, and a sound basis for increased understanding of others is provided through the experience.

A playday presents an opportunity for children to learn through experience the responsibilities of a host and the privileges of a guest. Although pride in one's school is wholesome, for children and faculty to look condescendingly upon another school is not wholesome. Such feelings of rivalry or snobbery often develop because of the size or construction of the school building, the location in the town, or the social and economic status of the school population. By contrast, a playday should provide an opportunity for children to grow in their appreciation of others and learn more about courteous behavior.

Types of Playdays

A playday may be an all-day occasion it may be scheduled for a half-day either afternoon or morning, or it may be held for only an hour. The short periods may be used when a full day is not possible, but is practical only when the schools involved are close together and there is little time consumed in transportation.

A playday may be planned on an intraschool basis, that is, for all the upper elementary grade children in one school, but the more usual pattern calls for participation by two or more schools. The program may include games of low organization, team games, dances, stunts, or skits. There is no single pattern which must be followed; the ideals and purposes may be sought in numerous ways as long as social development is of paramount importance and provision is made for all children to participate.

Theme for a playday

Although it is not necessary to have a theme, it is more careful and dramatic to build a playday around some central idea. For example, in the spring a Rainbow Playday might be held with teams identified by colours of the rainbow. Each participant would wear a small square of coloured paper to designate the team he is on. Program covers might be made by some of the children as an art experience, carrying out the motif of the rainbow. Elaborate decorations are not to be encouraged; but where decorations are used they should be in keeping with the theme.

A circus theme provides many possibilities for interesting ideas. Teams may be identified as animals and characters of the circus by using paper cutouts of elephants, camels, clowns, and others in the show. The central meeting place may be called the Big Top, and the playing area the circus grounds. The farm theme with its animals, barns, and fields provides ideas for names for teams, the meeting place, and the place to play. a Nautical Playday would make use of the types of boats for team names and the meeting place would be the Pier. Singing seafaring songs would add fun and colour to the day. Such a theme serves to unify the different parts of the program and to heighten children's interest.

Guiding Principles for Conducting a Playday

1. The number of participants invited should be based upon available leadership, facilities, equipment, and bonded carriers.
2. The date, time, and place should be determined by the school administrators in light of the community and school calendar and the available space.
3. All children in the fourth, fifth, and sixth grades should have the opportunity to participate.
4. School buses with licensed drivers should transport the children to and from the site of the playday.
5. Provision should be made for giving or selling wholesale, nourishing foods and drinks to the children as either a midmorning snack or lunch. Booths selling candy and carbonated drinks which distract the children from their play groups should be banned.
6. Awards, if given, should be in keeping with the spirit of the playday. They should be simple and of little monetary value. Recognition may be given for group achievement, but no individual should be singled out for his ability in game skills.

The Administration of a Playday

Committees and their duties are suggested as follows :

1. **Steering Committee.** This committee should be composed of one teacher, or the principal from each participating school, and any other person

having a special interest or contribution to make in the planning. This committee shall appoint all committees and coordinate their work.

2. **Invitations Committee.** This committee should issue invitations to all groups who will participate, as well as the principals and school board members of the participating schools, and write letters of appreciation to all who assisted with the playday after it is over.
3. **Publicity Committee.** This committee should arrange for all publicity through the school news channels, make all posters and other aids for the smooth functioning of the program, arrange for the use of a public address system if one is needed, and after the playday is over furnish newspapers, radio stations, and television stations with information regarding the highlights of the day.
4. **Program Committee.** This committee should plan the program for the day. In order to do this a check list of activities which will be suitable for the day should be submitted to all participating schools for their consideration. When the activities have been selected, this committee should arrange the time schedule and indicate the court on which each game will be played.
5. **Registration Committee.** This committee should set up a plan of registration which will take care of a large number of children in the shortest possible time. It should also prepare team indentification tags and plan a way of distributing children of each school equally on all teams.
6. **Hostess Committee.** This committee should meet the guests as they arrive, show them where to register and where the first meeting will be

held, and then maintain an information service throughout the day.

7. **Equipment and Facilities Committee.** This Committee should set up the game areas, mark all courts and secure the necessary equipment for each game. Each court should be marked with a large number conspicuously placed to aid all players in finding the proper court. At the end of the day this committee should return all equipment to the proper places.
8. **First-Aid Committee.** This committee should check the safety of all equipment and facilities to be used, and should set up a first-aid station and staff it with a qualified first-aider.
9. **Officials Committee.** This committee should select and designate officials for each activity. These officials should be either high school boys and girls, teachers, or other adults. This committee should also provide one adult leader for each team. It should be the duty of this leader to see that his team follows the proper schedule of events. A timekeeper will be needed to sound the signal for groups to change games. A scorekeeper will be needed to keep a record of the teams that win.
10. **Refreshment or Lunch Committee.** This committee should arrange the place and time for eating, and assist in serving the lunch and in cleaning up afterward.

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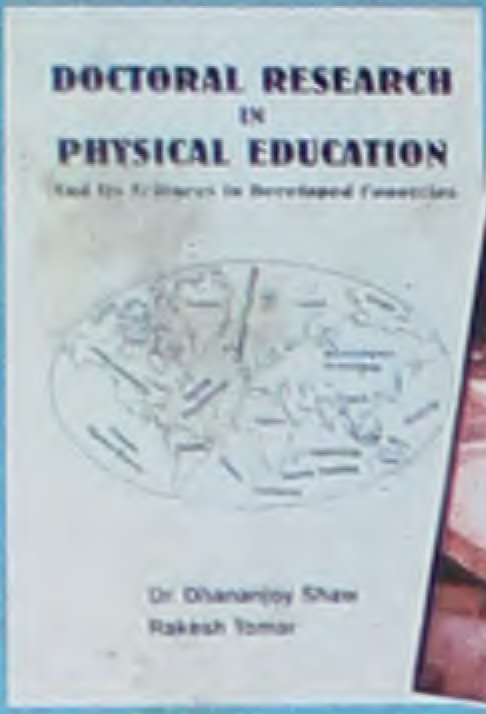
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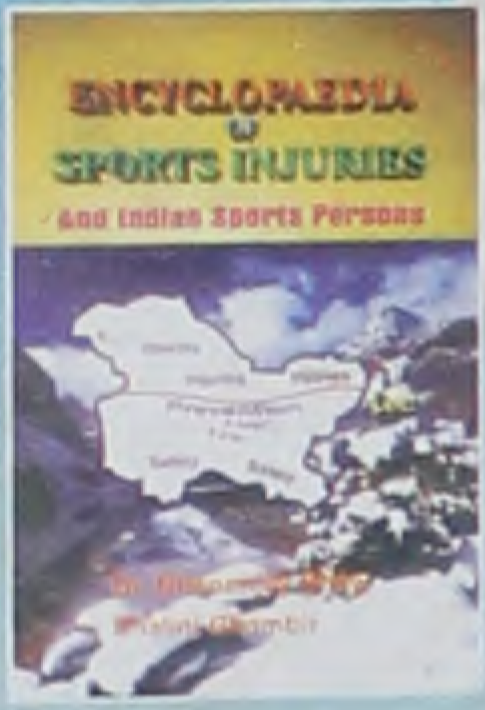
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